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REPORT OF CHICO STATE COLLEGE GRIDLEY FARM LABOR CAMP, SUMMER PROJECT (1964).

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A SUMMER SCHOOL AND CHILD CARE CENTER WAS OPERATED BY CHICO STATE COLLEGE AT A FARM LABOR CAMP IN GRIDLEY, CALIFORNIA. THE SUMMER SCHOOL WAS TAUGHT BY COLLEGE STUDENTS AND OFFERED CLASSES AT ALL LEVELS. THESE CLASSES, WITH AN AVERAGE DAILY ATTENDANCE OF 68.15, SOUGHT A POSITIVE SELF-IMAGE AMOUNG THE MIGRANT CHILDREN BY RELATING TO THEM ON AN EMOTIONAL AS WELL AS INTELLECTUAL LEVEL. THE CHILD CARE PROGRAM PROVIDED MEDICAL EVALUATIONS AND MEALS FOR 66 CHILDREN. ADULT EDUCATION CLASSES INCLUDED SPANISH, ENGLISH, SEWING, TYPING, GROOMING, AUTO SHOP, AND WELDING. COMMUNITY RESOURCES WERE UTILIZED TO AUGMENT THE ROSENBERG FOUNDATION GRANT OF $5,500. RECOMMENDATIONS INCLUDED THE CONTINUANCE AND EXPANSION OF THE PROGRAM, AND BETTER UTILIZATION OF COMMUNITY RESOURCES. ADDITIONAL REPORTS, CORRESPONDENCE, AND STATISTICS ARE INCLUDED IN THE APPENDIXES. (SF)

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REPORT OF CHICO STATE COLLEGE GRIDLEY FARM LABOR CAMP

SUMMER PROJECT (1964)

Project Co-Directors

Arley L. Howsden -- Associate Professor of Education
John Fisher -- Associate Professor of Education
Ruth Swanstrom -- Assistant Professor of Education

The Directors of this Project wish to acknowledge the help of all the organizations and individuals who made contributions to the program and to apologize to those who may unintentionally not be given credit in this report.

RC 000 982

Foreword

One of the most important tenets in the guiding philosophy of Chico State College is contained in the statement that "The College exists to improve the quality of living and of life for the people of the area it serves."[1]

More specifically, it is our firm conviction here at the College that faculty members in colleges and universities regardless of their area of specialization can, and will, be maximally effective now, and in the future, to the extent that they test their teachings in actual situations beyond the relatively sheltered life of the campus. While this is true of professors in all fields, it is probably true with greatest impact in the fiald of teacher education. Those who teach teachers must know as much as possible about the nature of the learner and his needs as he adjusts to - and becomes able to make adjustments in - the society of which he is a member. It is not sufficient for professors in teacher education to teach prospective teachers about the mythical "typical" child. Prospective teachers must learn about all types of children: the slow as well as the bright, the disadvantaged as well as the advantaged, the mal-nourished as well as the robust, the dirty as well as the clean, the inarticulate as well as the articulate, and the insecure as well as the secure. And the best way to "learn about" children is to "learn with" them and with their parents and with responsible community leaders in the cultural situations that shape their attitudes, habits, and value standards.

As a result of these convictions, we here at Chico State College have welcomed the opportunity to cooperate with many other agencies and individuals in conducting a Summer School and Child Care Center for children of farm laborers at Gridley during the summers of 1963 and 1964.

In 1963 the program was less than maximally effective because of the errors inherent in an initial experience and the limitations of the budget. In spite of these limitations we were convinced that the services to children, the growth experiences provided for prospective teachers and the results of community involvement were so rewarding that we sought to expand the program during the summer of 1964.

Only because of the financial aid received from the Rosenberg Foundation and the continued help of many other agencies and persons were we able to offer the richer and professionally staffed program described in this report. It is now our hope that the community of Gridley can, and will, continue this program.

I repeat that the chief motivation for involving the Chico State College Summer Session in the school and Child Care Center for the children of farm laborers at Gridley has been our desire ". . . to improve the quality of living and of life for the people of the area . . . ," and I also repeat our acknowledgment of gratitude to the Rosenberg Foundation for the grant which enabled us to move forward at greater depth and on broader fronts during the summer of 1964.

[1] Kendall, G., Inaugural Address to Students and Faculty, Chico State College, April 20, 1951.

Chico, California
September, 1964

Victor M. Houston
Dean of Educational Services
and Summer Sessions

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GRIDLEY FARM LABOR CAMP SUMMER SCHOOL
AND CHILD CARE CENTER
JULY 13 - AUG. 21, 1964

Introduction

The fourth year of the Gridley Farm Labor Camp Summer School and Child Care Center opened officially on July 13, 1964. The "unofficial" opening began a week earlier, since several children and parents had informally assisted and used this facility during the week preceding the official opening. This enabled Miss Ruth Swanstrom and her assistants, Mrs. Cleceria Rodriguez and Miss Cicely Whitney, to become acquainted with the parents and children living at the camp and to "get the feel" of things to come in an easy and natural interchange that also played a prominent part in letting people know about the Child Care Center by direct contact and by word of mouth advertising. The older children and youth, living in the permanent housing as well as those living in the temporary housing, were organized by Chico State College students so that a schedule of recreational activities was carried out each evening for approximately two weeks prior to the official opening of summer school. These many informal contacts between staff, college students, parents, children and youth did much to heighten the anticipation of opening day and to get the fourth year of the Gridley Farm Labor Camp Summer School and Child Care Center off to a strong start.

No discussion of the Gridley Project would be complete without mention of earlier programs during the summers of 1961, 1962, and 1963. Mrs. Emma Gunterman who provided the driving force and leadership for these pioneering efforts writes in her report, Children Count:

> During the summer of 1962, a group of volunteers ran an educational program for farm labor children at the Gridley Farm Labor Center as they had during the summer of 1961. Staffed completely by volunteers, the 1962 Program consisted of:

From July 3 - August 31, nine weeks, a branch of the Butte County Library was open from 3:30 p.m. - 5:30 p.m., five days a week.

From July 9 - August 10, five weeks, a morning summer school staffed by six credentialed teachers was in session. The teaching covered kindergarten through the eighth grade level.

From August 6 - August 31, four weeks, child care was provided from 5:30 a.m. - 4:00 p.m., for the children of working parents.

The volunteer nature of the program, the absence of regular staff, and inadequate resources limited its scope and content.

During the preplanning phase of the 1963 Project, Mrs. Gunterman consulted staff members at Chico State College and received assistance for the operation of the summer school from staff in the Division of Education and Psychology. A Child Care Center became a reality through sponsorship by the Butte County Superintendent's Office. The 1963 Program resulted in many innovations. Classes were organized on different levels, e.g., kindergarten-primary, intermediate and junior high school and high school. These classes were taught by college students enrolled in two courses, (1) the Sociological Foundations of Education, and (2) the Psychological Foundations of Education. The teaching opportunities provided an outstanding practicum for the college students, whereby they could test pedagogical theory and develop skills in applying sociological and psychological theory to practical situations. The college students were organized into teaching teams and were able to benefit from the strengths of each other, to serve as observers and evaluators of each other's performances, and to provide a rich and dynamic learning situation for the boys and girls they were teaching. Utilization of the resources of Chico State College greatly expanded the scope and content. For example, an enriched daily story hour, including storytelling, flannelgraph stories, puppet plays, shadow plays and dramatic plays, gave meaning and vitality to the treasures storied in books and libraries. The use of college students as teachers also provided staff for an adult education program, including instruction in English, typing, history, mathematics, electronics and science. Consultants from the Speech Department at Chico State College provided assistance through students specializing in speech therapy. A program of enrichment included many field trips, a variety of audio-visual media, and attendance at educational and cultural activities at Chico State College. A report of the 1963 Project is recorded by Emma Gunterman in A Summer School Program.

1964 Project - Preplanning

Evaluation of the 1963 Project resulted in certain recommendations for future programs. One of the recommendations was that the total operation should be under single administrative control. If the College were to assume more responsibility for the program, financial support was needed. It was thought possible, thereby, to expand opportunities for teacher education while improving techniques for discovering and developing human resources among the disadvantaged, to discover more fruitful and productive ways of utilizing such existing community resources as the public health services, educational agencies, service organizations, employment agencies, churches and juvenile authorites. To meet this need for financial support Drs. Arley L. Howsden and John Fisher of Chico State College submitted a proposal, requiring a budget of $5,500, to the Rosenberg Foundation on February 10, 1964. Subsequently, Mrs. Jackson Chance, Executive Director of the Rosenberg Foundation, met with representatives of the College and toured the Gridley Farm Labor Camp for a briefing on the physical setup and anticipated needs for the 1964 Program. Approval of this proposal was given by the Board of Trustees of the Rosenberg Foundation on February 26, 1964, and the money was made available to the Chico State College Foundation.

Prior to launching the 1964 Program and in line with an important objective discussed with Mrs. Chance, a preplanning meeting was called on April 29, 1964, for the purpose of exploring ways and means of utilizing more broadly community resources. This meeting was attended by representatives from the Butte County Public Schools, Butte County Public Health Services, Butte County Social Welfare Agency, Butte County Public Housing Authority and Chico State College. Discussion centered on the contribution each agency could make to the 1964 Gridley Project and covered such subjects as cooperation in supplying books and teaching materials, surplus foods, hot lunch program and preparation of foods, health standards governing the lunch program, physical examinations, safety regulations and sanitary requirements relative to swimming and transportation, licensing of the Child Care Center, cost to parents who use the center, etc.

A contract was entered into between the Chico State College Foundation and the Butte County Housing Authority on May 21, 1964, to authorize the use of three shelters and a concrete slab as well as a room in the main building at the camp for the purpose of housing the program. The Foundation paid the Housing Authority a total of $279.37 for the rental of these facilities. Shelters were deemed necessary since the tents, which were used as classrooms and storage space for supplies during the summer of 1963, were found to be unsatisfactory. One of the shelters was enclosed by a wire fence and was used as the Child Care Center. Playground equipment, such as sandboxes and a slide, was placed inside this fence. A drinking fountain was installed for the young children. One of the shelters was used as a sleeping cabin for the young children at 5:30 in the morning when they arrived at the center. The third cabin was used as a central office, and all supplies were stored in this building. Needed renovation, such as new screens and paint, was completed prior to the beginning of the project.

The staff of the 1964 Project included two co-directors: (1) Dr. Arley L. Howsden, and (2) Dr. John Fisher, directors of the summer school program. In addition Miss Ruth Swanstrom was in charge of the Child Care Center and Mr. Stanley Frame, teaching principal at Cohasset Elementary School, served as principal of the Gridley Farm Labor Camp School. Mr. Frame was a candidate for an administrative credential at Chico State College and was enrolled in a course in administrative internship. He worked closely with a professor of school administration at the College. Mr. Frame's report on his work on the project may be found in Appendix A.

Also on the staff were college students working for credit in three difference college courses, Sociological Foundations of Education, Psychological Foundations of Education, and Early Childhood Education. A total of 35 students were enrolled in these courses. The students earned five units of credit for each of the two Foundation courses and three units for the Early Childhood Education course. The classes for children at the camp were taught by the college students with the college staff members serving as consultants. The college students were organized into three basic teaching teams (primary, intermediate, and junior high-high school) with many college students conducting classes for adults while others tutored children and adults on an individual basis.

The child care staff also included as assistants to Miss Ruth Swanstrom two teacher assistants, one of whom was fluent in Spanish. Mrs. Emma Gunterman was available as a consultant, and a student from UCLA, Bob Flasher, donated his time for the entire summer. Clara Nelson, a San Francisco nursery school teacher (who directs a co-operative nursery school in the Mission District there), donated her full time services for the last three weeks of the program in the Child Care Center and nursery school.

Encouraged by the willingness of local agencies to assist in the Gridley Project, Drs. Arley L. Howsden and John Fisher met with Mr. Donavin Davis, Superintendent of the Gridley Elementary School District, on Monday, June 1, to secure use of a local elementary school cafeteria to prepare meals for the lunch program at the camp school. Subsequently, Mr. Donavin Davis secured the approval of the Board of Trustees of the Gridley Elementary School District for the use of the kitchen of the Sycamore Elementary School for the period July 13 through August 21, 1964. Mrs. Tessie Hill was then hired and prepared the breakfasts and hot lunches.

In order to have a suitable meeting place for the college students enrolled in the courses taught by Drs. Arley L. Howsden and John Fisher, and Miss Ruth Swanstrom, arrangements were made with Mr. Robert Vaughn, Superintendent of the Gridley High School District, to rent two air-conditioned rooms at the high school. These rooms were used each afternoon from 1:00 to 4:00 and were rented at a cost of $2.00 per day.

The directors of the 1964 Gridley Project sought to enlist local community support whenever possible. Some of the examples of such support should be listed. Mr. Roy Matthews, a local rancher, loaned a machine shed for the teaching of night classes in welding and auto mechanics. Welders and welding rods were donated to the project. The Gridley Junior Women's Club provided and served refreshments for the "Open House" prior to the opening of the school program. The Gridley Lions Club in cooperation with the Chico Lions Club provided toys and recreation equipment for the Child Care Center, while the Greater Chico Kiwanis Club paid for the milk program for the children in the school. (Appendix B gives a more complete report of contributors to the program.)

Local physicians gave permission to the State Farm Health Service for the medical evaluations of the children attending the Child Care Center and the summer school. A report provided by Dr. Gilbert reads as follows:

> This program - which was supervised by a State Health Department pediatrician - was made possible by the cooperation of the Gridley physicians, the active assistance of members of the Butte County Health Department, the help of hard working volunteers, and the staff of the summer school and Child Care Center. Fifty-eight children were carefully examined by a physician over the course of two days. Some had their hearing and vision tested; many (including some parents) received needed immunizations. All were tested for tuberculosis, a condition that is frequently seen among economically deprived people. We are making efforts to provide care for the problems that were found.
>
> A major aim of this program is to detect problems that are important to a physician but are liable to be overlooked by families who do not understand the value of careful health supervision by a family physician. A second such program of medical examinations is planned for the children who are late arrivals or who were missed the first time.

The first examinations were held on July 28 and 29, and the follow-up examinations mentioned in the above report were held on August 13 and 14. The results of these examinations will be made available to public health officials and school personnel.

A financial report on the use of the grant provided by the Rosenberg Foundation is given in detail in Appendix C. In addition to the financial support from the Rosenberg Foundation and the other contributions made by organizations and individuals, it should be noted that a substantial share of the cost was assumed by Chico State College Summer Session. All the salary received by Drs. Arley L. Howsden and John Fisher and approximately half of the salary received by Miss Ruth Swanstrom was paid by the College Summer Session. This was possible because they were teaching regular summer session courses and using the Gridley Project as a laboratory in connection with their regular class work. The college provided much additional assistance by providing cars for transportation, consultants from different divisions of the College, loaning equipment and supplies, and providing free accounting and bookkeeping service for the project.

An indispensible service was rendered by the Butte County Public Library through its Head Librarian, Miss Ursula Myers, who facilitated the establishment of a branch of the county library in the large center building at the camp. The branch library was directed by Mrs. Evelyn Willey, teacher and librarian at the Sycamore Elementary School in Gridley. Her salary was paid from the grant received from the Rosenberg Foundation.

In an attempt to make the program known and to secure future support, several people in the Gridley area were invited to visit the program at the camp, and nearly every day several visitors observed the program while it was in operation. (A partial list of visitors may be found in Appendix D.) As a result of the interests generated by the people in the Gridley area, a meeting was called for July 23, 1964, and was attended by 18 interested citizens. At this meeting a nucleus for a steering committee was formed to study and make recommendations for continuing this program in subsequent years. A second meeting was called for August 6, 1964, and was attended by 21 citizens. At this meeting officers were elected to continue to work with an enlarged steering committee to insure formal community support for future programs. At the third meeting on September 3, 1964, the committee passed a motion to meet with the Board of Trustees of the Gridley Union Elementary School Board as an initial step in getting such support.

To give the reader a brief overview of the program for the Child Care Center, the following sections are contributed by the Director, Miss Ruth Swanstrom.

The Child Care Center and Nursery School as a Human Relations Laboratory

This program of service to mobile and low income families was unique in its rustic setting and in its attempt to stimulate regular nursery school and child care programs. It provided a rare opportunity for college students and other volunteers to understand the special needs of some California farm labor families as well as to learn to know themselves better.

A small group of students from a Chico State College class Early Childhood Education, s101, helped staff the Child Care Center and nursery school. This provided 6 hours of required laboratory work each week. The instructor of the class was also the director-teacher of the child care program, which made for closely correlated class and lab work.

The informal and primitive setting for this program gave the student teachers some unusual opportunities to see children. The long day necessitated a different kind of planning than for a regular school day. Also the afternoon grouping was a mixed age group with children ranging in ages from two and a half to eight or ten years of age.

Teachers discovered that circumstances caused these children often to be limited not only in vocabulary and language but in actual experiences and relationships. Many of the stimulations we take for granted in our middle class society were missing in these children's backgrounds, and the student teachers were impressed with the sustained interest shown in materials like clay and paint. As one of the student teachers commented, "I love to see these children - they practically wallow in paint" -- and they did as they experimented, explored, and enjoyed to the fullest these media new to them.

For the first time these college students met children whose only language was Spanish. Finding ways to communicate with them and introducing them to English was a challenging and thrilling experience.

The college students generally agreed that one of their most enriching experiences was one that afforded them some experiences in human relations not often granted to student teachers.

Dr. Gilbert, a pediatrician in the Farm Labor Health Service program for the State of California, came for two days in July and again for two days in August to give physical examinations and some immunizations to the children. The college students from Education s101 made all the home calls, interpreting to parents this service, encouraging them to take advantage of it, taking medical histories in advance to expedite the doctor's hours at the camp, arranging transportation in some cases, and in others offering their services as substitute mothers to take the children to the clinic from school at times that the parents would be in the fields and orchards at work. The students also gave some volunteer hours at the clinic which enabled them further to see the children and their families in yet another setting.

One of the students from Education s101 served also as a consultant to the teaching team in the primary department of the school.

The long hours of commuting to this off-campus class and laboratory, the intense summer heat, and the primitive facilities were difficult, but the general feeling of the students seemed to be one of gratitude for an opportunity to have had such a rare experience in learning to know themselves better. They agreed that they should be better parents, teachers, and nurses for having lived for a while with the children of some of California's mobile farm labor families.

A Day for David

David was a very new four-year-old who, with his five-year-old sister and seven-year-old brother, spent a total of 307 3/4 hours in the child care program at the Gridley Farm Labor Camp during the summer of 1964. In addition, David and his sister spent three hours daily (Monday through Friday) in the nursery school program while his older brother attended school-age classes in the school program being carried on in a nearby area of the camp.

Nearly every day, between 5:30 a.m. and 5:45 a.m., David's parents or his school-age brother brought him to the "sleep cabin." His parents went on the day's work in the orchards while David and his brother and sister joined other young children in early morning sleep hours. The children were helped to settle comfortably by the teacher-director in the rented cabin. The children slept on mats - some borrowed from the College and some donated by women's groups. Children were wrapped in warm blankets, donated by friends of the program, because the mornings were chilly down near the river location. It was quite different from the 90° and 100° heat later in the day!

As the eight o'clock breakfast time neared, David stirred with others to ask, "Is the 'supperman' here?" These words referred to the young UCLA volunteer who drove the car which brought breakfast, and lunch at noon, to the camp from a school cafeteria in Gridley. Both the use of the cafeteria and the services of the fine cook were paid for through Rosenberg Grant funds. The cook did wonderful things with the surplus foods and the fresh food available to the program.

The toilets and hand-washing facilities were in public washrooms adjacent to the Child Care Center yard. After the children were ready for breakfast, they were served in the outdoor yard at low tables a breakfast of fruit juice and cooked cereal with milk and sugar. The most popular mornings were those when rice was the cereal of the day.

At nine, David's school-age brother attended school classes or specially-planned projects while David and his sister remained in the nursery schoolyard with from 16 to 24 others. They spent a busy and happy morning with the transportation toys, the steel slide and other climbing equipment, fun in the playhouse, songs, stories, the sensory fun of the sandbox and excited dramatic play in which David and a friend were garage men mending the trucks in the play yard with wooden mallets. At mid-morning there had been a social snack time with milk and crackers and cheese.

At noon, David's brother arrived, and the children again ate outdoors - a substantial noon meal, such as corn bread, a bean and beef casserole, carrot strips and salad with applesauce for dessert. The beverage was either kool-aid or reconstituted milk.

Following the noon meal, David joined other young children with a teacher on mats in the shade for a resting time or time of quiet activities. These resting mats were the same ones used earlier in the morning but now moved outdoors since the hot sun had made an "oven" of the little cabin. While the younger children rested, the others helped clear tables and moved into the yard for activities.

Later in the afternoon, as the day became almost unbearably warm, the children stripped to their underpants and played in the sprinkler or engaged in other water activities - sailing boats in the tub, washing doll clothes, bathing dolls, or blowing soap bubbles.

Between 2:30 and 3:00 in the afternoon, there was a cool drink and snack. Children began to leave with their parents as they arrived from the orchards. Some moved to the library and story hour at 3:30, but David waited at the nursery schoolyard for his parents.

Not every day went so smoothly -- during the prune season, when the children ate heavily of the fresh fruit, there was much discomfort from diarrhea, and on occasions David and others needed many changes, taken care of by accepting staff and a goodly supply of extra underpants. David's early fearfulness and aggressiveness in the new situation gave way to security, and he spent many busy, happy, learning hours in the child care program and at nursery school. Rather than being taken to the orchard where his curiosity and aggressiveness might have disturbed his parents at work or led him into difficulties, he was with his peers and others in an environment set up particularly to meet the needs of children. We might hope that there could be an expansion of such care and educational opportunities for the young children of all farm labor families in California.

Gridley Farm Labor Project - Summer, 1964
Child Care and Nursery School Statistics

Total families served	33	
Total children served directly	66	66
Children who came only for nursery school	7	
School-age children in child care	17	
Nursery school children in child care	42	66

Total Child Care and Nursery School Hours by Weeks:

Week	Child Care Hours	Nursery School Hours
1	59 1/3	276
2	360 3/4	283
3	577 11/12	279
4	404 7/12	303
5	567	339
6	414 1/4	296
TOTAL	2,383 5/6	1,778 2/3

Daily Enrollments and Hours for Child Care and Nursery School Programs:

Date	Child Care Enrollment	Child Care Hours	Nursery School Enrollment	Nursery School Hours
July 13	5	16 5/6	14	42
July 14	2	8	17	51
July 15	2	6	17	51
July 16	3	8	20	60
July 17	6	19 1/2	24	72
July 20	12	43 1/2	25	75
July 21	9	47	22	66
July 22	17	86 1/2	17	51
July 23	20	97 1/4	17	51
July 24	18	86 1/2	14	42

Date	Child Care Enrollment	Child Care Hours	Nursery School Enrollment	Nursery School Hours
July 27	22	114 1/2	18	54
July 28	28	114 1/2	24	72
July 29	18	99 1/2	18	54
July 30	22	112 1/6	19	57
July 31	21	61 3/4	14	42
Aug. 1	13	75 1/2		
Aug. 3	23	110 1/3	18	54
Aug. 4	15	51	16	48
Aug. 5	22	87 1/2	22	66
Aug. 6	17	84 1/4	17	51
Aug. 7	30	71 1/2	28	84
Aug. 10	15	87 3/4	28	84
Aug. 11	19	48	19	57
Aug. 12	27	123 1/2	19	57
Aug. 13	24	135 3/4	23	69
Aug. 14	24	96 3/4	24	72
Aug. 15	8	75 1/4		
Aug. 17	21	82 1/2	17	54
Aug. 18	38	141 3/4	23	69
Aug. 19	19	76	18	54
Aug. 20	14	42 1/3	14	42
Aug. 21	15	71 2/3	19	77 2/3

The peaks and drops in attendance appear to point up some vital factors in continuing this type of program for farm labor children, such as

1. The traditional practice of taking children with the family to the fields or orchards.

Some families were helped to see the safety and educational and health advantages of the child care program, but there were still mothers who found it difficult to leave children in the care of others, especially when children wept at early morning separation time as several did at first.

2. The need for understanding the benefits of a nursery school program.

Since the benefits of nursery school and kindergarten experiences for little children are still not generally accepted in many levels of our society, it was not unusual that these mobile, low-income families did not realize the value of early socialization of the advantages of a child's early introduction to the language and materials of "school."

3. The mobility of families.

Families came and went without notice, briefly sampling the program and literally vanishing in the night. On two occasions only men appeared with children. The fathers in each case seemed happy to learn of the child care program. In one case, in which a seven-year-old boy lived with his father in the car, the child was brought at 5:30 a.m. for three successive days of child care and school. Then we never saw the family again.

Another morning a father arrived with three boys, ages 7, 4, and 3. The oldest was ill and refused to leave the father whom he accompanied to the field. The two younger children spent the day in the child care and nursery school program. When the father returned that late afternoon, he appeared very pleased with the childrens' day and said he'd be back at six in the morning. They did not appear again.

A third family who lived as "squatters" on the river bank moved their temporary camp quarters daily. Two of their three pre-school age children spent three days with us. They enjoyed the meals and the toys and cooperated in having their infected toes treated.

On the fourth day the mother came in alone to report sadly that they couldn't come again. She was no longer going to attempt working because her husband had to lose time in getting down off his ladder to help her move and stabilize hers. There was no way for her to get the boys to the center.

Not all families were this mobile, but certainly here were families greatly needing child care and school help.

In all of the above areas, a family worker (Spanish speaking) could have been most helpful to visit the homes at times that the parents were there to interpret the program and encourage their children's attendance. The child care and nursery school staff tried to do some of this but were so busy they could hardly do more than quick over-the-fence conferencing. Often this came at inopportune times when the parents were getting off to early work or when they were coming home exhausted from the day's heat and work. In any continued program, such a person should be employed.

4. Lack of transportation for children not living in the vicinity of the labor camp Child Care Center.

   Here, again, a family worker (a member of the migrant worker group) might have visited in such homes and perhaps made arrangements for transportation for children to the center.

5. The need for extended child care in baby-care.

   In several families there were children (babies) who were too young for the group pre-school situation. A mother in the camp was prepared to take such children into her home, but parents often could not pay for this kind of care. This need might be met by some subsidization of such families in order to keep the babies out of the orchards. In a continued and expanded program this is a factor to be considered.

6. Enrollment changes are to be expected due to changes in crop varieties.

Changes in picking opportunities for parents often meant that there would be periods of no work, little work, or work only for the male parent. Also, when the prune harvest began, even little children were sometimes taken to the orchards to work. On one occasion, the Child Care Director called at a home in the late afternoon to visit and say that the children (ages 7 and 8) had been missed at the center that day. The grandfather, with whom the children lived, explained, "But now they must go with us because between the two of them they can make up to six dollars!"

7. The charging of fees may limit enrollment.

Though the fee was low, though we waived entirely any fee for nursery school hours (3 hours daily) and though we did no pressuring for payment of fees (10 of the 33 families paid no fees), still there appeared to be some cases in which the small cost may have been a deterrent. An example, at the beginning of the program, a four-year-old Spanish-speaking child attended nursery school daily from 9:00 a.m. to 12:00 noon (free hours). In the afternoons she stayed with a grandmother who was busy with younger children. The child's mother, who was pregnant, fell from a peach ladder one day and had to have some hospitalization. At this time the Spanish-speaking member of the child care staff invited the child to stay for the noon meal and spend the afternoon hours in the child care program, without fee. After this, the child attended and enjoyed the child care program daily.

Evaluation of the Child Care Program

The 1964 summer program of child care at the Gridley Farm Labor Camp provided all-day care (5:30 a.m. - 5:00 p.m.), including school opportunities for both school-age children and pre-school children.

School hours were from 9:00 a.m. to 12:00 p.m.

In addition to the school hours, periods of rest, for meals, for nutritutional snacks, and for supervised play were provided.

Sixty-six children from 33 different families were served in the child care program. Total child care hours in the center: 2,382 5/6 hours. Some families used as few as 8 or 10 hours (emergency care hours) while others used numbers of hours as needed: 18, 47, 57, 90, etc. Some farm labor families used the center for considerably over one hundred hours: 194, 196, 216 hours. In one case a farm labor family with three children enrolled them in the child care program for a total of 307 3/4 hours during the six-week session.

With a view to an expansion and continuation of a child care program for the children of farm laborers in this area, attempts were made to operate the center as much as possible like that of a regular urban child care center.

Regular Child Care Center	Gridley Farm Labor Child Care Center
1. Aim: To serve the children of working parents.	Aim: To serve particularly the children of farm laborers.
2. Administration and Support - Regular centers are 2/3 state supported and 1/3 supported by family fees. State child care centers are administered by local school districts.	The Gridley Center was administered by Chico State College, operating with help from the Rosenberg Foundation and help from local groups and individuals. Since this program served many low-income families, the total fees collected during the 6-week session were $151.15. It would appear that these low-income mobile families need subsidization in carrying such a program.
3. Facilities and child care centers consist of adequate buildings, fenced yards, and permanent equipment.	The Gridley Program was completely an outdoor program except for a small "sleep cabin" and a small storage cabin. Fortunately, the storage cabin was near two large shade trees and a small cement slab. Also this area was adjacent

to public toilet and bath facilities. The area of yard, slab, trees, and storage cabin was enclosed in temporary fencing and became the child care facility.

A small sandbox was built, a steel slide, a climb-through barrel, wheelbarrows, ladders, climbing boards, blocks, wagon, tables, chairs, and mats were borrowed from the Child Development Laboratory at Chico State College.

Donations from service groups and clubs as well as interested individuals in the area consisted of bedding, a refrigerator, a new child's wagon, a set of playhouse furniture, many transportation toys, dolls, and books and school materials.

Purchased for the summer program: a mounted steering wheel, two teeter boards, a sturdy easel, a hose and sprinkler, and supplies (kleenex, toilet tissue, soap, paper towels, straws, plastic pitchers, clay, paint, etc.)

The complete outdoor program was complicated by the intense heat, the dust, and the flies. An expanded or continued program would need larger and more adequate facilities - a roofed and screened area is a must for meal serving, for rest periods, and for quiet activities.

4. In a regular child care center, the entire staff is a paid and (hopefully) a trained staff consisting of:
   Head teacher (director)
     who is also the bookkeeper
   Enough teachers to establish
     a good teacher-child ratio
   Cook
   Housekeeper.

Gridley Staff: One director-teacher
One Spanish-speaking teacher
One Chico State College senior part-time, plus volunteer help.

The inadequate facilities, the long days, and the intense heat made for a difficult summer for the staff. Many of the children were three years of age, and two were under three -- where much physical care was needed. The children in the program who had so little parental time and attention needed badly the security of continuity in personnel, and so the regular staff often worked a twelve-hour day.

Here, again, a continued and expanded program would need to include more budgeting for personnel.

1964 Program Summer School

This section describes highlights of the summer school for primary, intermediate, junior high and high school pupils. The dynamic nature of the process, as experienced by the college students teaching the various classes, is indicated through selected excerpts from their daily logs.

The "unofficial" opening of the summer school, as mentioned earlier, provided a splendid channel of communication so that the official opening on July 13, at 9:00 a.m., was eagerly awaited by 45 children and youth. Enrollment procedures were relatively uncomplicated, and college students assisted by securing from children the following information:

SCHOOL ENROLLMENT CARD

NAME________________________________ AGE____________________

ADDRESS____

GRADE LAST ATTENDED__________ SCHOOL & TEACHER, IF LOCAL______________

____

May child be given medical examination by doctor?__________

May child be taken to clinic if parents are working?__________

Who to contact in case of emergency?________________________________

Parent's Signature____________________

HOME CONTACTS:

____

____

____

On the evening of July 13, an "Open House" planned by the college students was held at 7:30 p.m. A program of entertainment, including singing, dancing, and announcements about the summer school and Child Care

Center, was thoroughly enjoyed by over 150 children, parents, and visitors from the surrounding area, as well as interested observers from Gridley, Oroville, and Chico. An interesting aspect of this program was the unexpected arrival of a group of Spanish-speaking farm laborers who shyly asked whether they might be included on the program. Their talents were welcomed and, of course, they were a "hit" with both the Spanish-speaking as well as the English-speaking members of the audience. An outcome of this program was the development of regular Friday night entertainment. On opening night the following announcement was read and later sent to all radio stations and newspapers in the valley area:

> First enrollees in the Child Care Center to be operated at the Gridley Farm Labor Center during the harvest season will be accepted on Monday, July 13, 1964.
>
> Enrollment will remain open through the summer. Only a few children are expected for the first days, until the peach harvest and cannery work get under way.
>
> The Child care Center is sponsored by Chico State College and will be directed by Ruth Swanstrom, Child Development Instructor at the College. It will be open to the children of any working parents in Live Oak, Gridley, and Biggs areas.
>
> Care will be provided from 5:30 a.m. to 4:00 p.m. for children from the age of three on up. School-age children will attend summer school classes at the camp. Breakfast and lunch will be served.
>
> There will be a small hourly charge depending on the size of the family and the family's yearly income.
>
> Parents planning to leave their children at the center later in the summer are urged to come to the center for further information and pre-registration.

Spot announcements to local radio stations included the following information:

To Radio Stations: Please include in spot announcements and repeat in Spanish.

Beginning July 13, 1964

ALL DAY CHILD CARE AND SUMMER SCHOOL AT THE GRIDLEY FARM LABOR CAMP
Open to ALL - not just those living at the camp

ALL DAY CHILD CARE
For children with working parents will be provided from 5:30 a.m. - 4:00 p.m. for children age three and older. School-age children

will attend morning summer school classes. Breakfast and lunch will be served. There will be a small hourly charge for the CHILD CARE depending on size of family and the family's yearly income.

SUMMER SCHOOL CLASSES

Classes will be taught by Chico State College students supervised by college instructors. Monday through Friday, 9:00 - 12:00 noon.

ADULT CLASSES

Practical English and other subjects will be offered as requested.

Please come to the CHILD CARE CENTER at the camp for further information any weekday, starting July 6. You can leave your child in CHILD CARE any time from July 13 on.

PLEASE PASS THE WORD ALONG

Empezando el 13 de Julio de 1964

CUIDADO DE LOS NIÑOS Y ESCUELA DE VERANO EN EL CAMPO DE TRABAJO EN GRIDLEY

Para TODOS, - no solamente para los que viven en el campo
TODO EL DIA.

CUIDADO DE LOS NIÑOS TODO EL DIA

Para los niños de los padres y madres que trabajan desde las 5:30 a.m. hasta las 4:00 p.m. para niños desde la edad de tres años arriba. Los niños de edad de escuela asistirán a las clases de la escuela de verano por la mañana. Se darán desayuno y comida del mediodía. Se cobrará algo por hora por el CUIDADO DE LOS NIÑOS dependiendo del tamaño de la familia y de lo que ganen por año.

CLASES DE LA ESCUELA DE VERANO

Clases arriba se enseñarán por estudiantes del Colegio del Estado, de Chico, supervisados por profesores del Colegio. De lunes a viernes, inclusive, de 9:00 a 12:00.

CLASES PARA ADULTOS

Inglés práctico y otras materias se ofrecerán según se pidan.

Para más informes favor de venir al CENTRO DE CUIDAR NIÑOS al Campo cualquier día de entre semana empezando el 6 de Julio. Puede dejar a su niño para que se lo cuiden a cualquiera hora desde el 13 de Julio en adelante.

DÍGALES A OTROS DE ESTO POR FAVOR

Publicity through local papers and radio stations helped to spread the word and undoubtedly contributed largely to the increased enrollment in the child care program, the summer school program, and the adult education program when compared with figures for the 1963 Project.

Objectives of the Summer School Program

Inasmuch as deprivation among children of the farm laboring segment of American society tends to manifest itself in several areas, Drs. Arley L. Howsden and John Fisher explored with their college students such areas as nutritional deprivation, social deprivation, model-person deprivation, and educational deprivation. The instructors sought to increase sensitivity to the importance of understanding the characteristics of the acculturation process and of what can be done through appropriate educational programs to enrich barren lives, to bolster flagging confidence, and to liberate and nurture latent talent. The college students soon became aware of changes within themselves that helped them to relate more effectively with the children on an emotional as well as an intellectual level. For example, one student recording her experiences in a daily log makes this insightful entry:

> All of a sudden I seemed to be making headway with my group of first graders this week. I discontinued trying to play teacher by putting them around a table like real school. When we all sit on a rug and discuss things, read stories, play alphabet games, etc., with me at their level, things seem to "perk" along much better. Each child wants so much individual attention, however, that I still find it hard to divide myself enough ways. I have found that different routes exist for each child's learning, and they vary greatly.

It is apparent from this entry that this student was deeply involved in a dynamic process. This process enabled her to become sensitive to the requirement for meeting individual needs that frequently are unique and vary widely from child to child. This sensitivity helped her to understand the value of good theory and pedagogy, since she was able to test her understanding of theory and evaluate the daily results of her teaching as indicated by another statement from her log:

> It seems that this week many things that we have discussed in class and that I have read in the few education classes I have taken are beginning to take on meaning.

The objectives for the children and youth attending the summer school reflect basic assumptions: children learn better when (1) they feel good about themselves, (2) they feel good about what they are learning, (3) they feel good about their teachers, and (4) when they feel good about their school; conversely, children experience difficulty in learning when (1) they lack confidence in themselves, (2) what they are learning is not meaningful to them, (3) they feel teachers do not like them, and (4) they associate unhappy and threatening experiences with school.

Objectives for Children and Youth:

1. To develop self-confidence through lessons and activities in which the children experience success.
2. To acquire background of experience and information so that lessons are meaningful and satisfying.
3. To develop benign and empathic relationships between college students and the children who view and accept them as teachers.
4. To develop positive attitudes toward summer school by understanding reasons for non-attendance through personal interview, home visitation, and parental conference.
5. To develop academic skills through appropriate lessons and individual tutoring.
6. To develop pupil perceptiveness and awareness through field trips, audio-visual media, story hours, and other enrichment activities.

Objectives for College Students Training to Become Teachers:

1. To develop skill in adapting materials and techniques appropriate for different age and ability levels of children.
2. To develop sensitivity to feelings and attitudes of children living in a socioeconomic-cultural setting and lacking in the type of educational stimuli likely to help them achieve success in regular school.
3. To develop awareness of the need to become open to the meaning of their own feelings and attitudes which might inhibit and/or enhance their effectiveness as teachers.
4. To develop critical insight by evaluating their own teaching effectiveness and that of their peers as members of teaching teams.
5. To develop individual teaching styles in an environment free from the fear that often constricts effectiveness in the usual student teaching situation in which the student teacher is trying to do what she feels is "correct" or what she feels the "master teacher wants her to do."

In attempting to meet the above objectives, difficulties were often encountered. At times inexperience, ineffective communication between members of teaching teams, and individual idiosyncrasies appeared to impede progress. Yet, these very circumstances constituted profound learning as a laboratory in human relations. As the college students became more causally oriented toward their tasks, a tendency to react to surface phenomena diminished over time. An indication of the organic process and its effect upon attitudes and feelings was expressed by one student as follows:

> One overwhelming aspect of this class so apparent to me is that it is unusual for such a large number of people to come to know and try to understand each other and yet, with the diversity of personalities, come to accept each other. I feel there is hardly one person in this class that I would not go up and call my friend, even in the case of __________, whom I have berated in my log before.

Handling these problems on the adult level had a positive effect upon the quality of teaching in the various classes.

Some examples from daily logs highlight the dynamic process that made the Gridley Project appealing to the children and richly rewarding to the student teachers. One student teaching on the primary level wrote:

> Today we had our follow-up on going to the farm. The children made animal puppets out of paper bags. When they were completed, they showed them to the rest of the group. We also showed movies to the primary group about farm animals. They loved them. Children never seem to get tired of looking at animals.

At one point, when the primary level teaching team appeared to be at a low ebb, a student in Miss Ruth Swanstrom's course in Early Childhood Education met with them to explore ideas and ways to reach a new threshhold of achievement. This student, Mrs. Werth Helm, had been a member of the 1963 Project and was more than ordinarily sensitive to the specific needs. It is interesting to note the impact of this meeting as indicated by the following entry of a member of the primary teaching team:

> Today was great! We incorporated our new ideas that we agreed upon Friday. Werth taught the children some new songs and finger plays. We also had individual groups with a chart story about an object they pulled from a grab bag. Then the groups got together and presented their story. I presented a flannel-board story today, The Gingerbread Man. Each child had a figure to come and place on the board. It was a wonderful experience for me. The kids really got involved in the story.

From the above entries it can readily be seen that the children were involved in meaningful and enjoyable experiences. In addition to the activities mentioned, the primary-level children had experience in beginning reading, in beginning numbers, and tutored individually wherever deficiency in basic skills was noted.

Explorations in the area of science occurred on each level. An entry from a member of the teaching team for the intermediate level is illustrative:

> Today Bob Loy and I conducted the second part of the science program for the week. We dissected a frog and also set up an apparatus to view the circulation of the blood through capillaries present in the web of the frog's foot.

Like the experience of the primary-level teaching team, this team reached a point where flagging interest, inattention, and low motivation for school-oriented tasks became acute. In response to this challenge, a plan for making learning meaningful and functional was devised. It was determined that a service project might help. The service project was designed to develop skills in measurement, reading directions, science concepts, and included the idea of constructing a playhouse for the children in the primary group. One member of the intermediate teaching team recorded:

> In this planning I feel several concepts were introduced to the children:
> a. measurement and addition of feet and inches
> b. science - position of the house so that the rain won't blow in
> c. scale - they made a scale model of the house
> d. rectangle - none of them knew what a rectangle looked like
> e. drafting - they all drew side and front views of the house
> f. the meaning of "average"
>
> When I suggested that they take the model and show the primary group what they are going to build for them, I was almost trampled in the stampede.

It was apparent to each of us working with the children and youth that the younger the children, the more open they are to new experiences. The inhibitory effect of a conditioned reaction of fear of failure appears to have a cumulative negative effect, making the task of establishing a helping relationship with the older children more difficult. The college students teaching on the junior high and high schoo level realized the necessity of helping children gain a positive self-image in order to enhance learning. They came to the point of understanding that school for these pupils is sometimes conceived as a place where one comes to feel unsure of himself, unhappy with himself, and that he is not very smart. As the individuals in the teaching team struggled with the problem of reaching their pupils, they frequently experienced moments of self-doubt themselves. One student said it this way:

> I didn't come away from my tutoring or my class with a satisfied feeling. I felt that my thinking was clumsy and, consequently, that my presentations were clumsy.
>
> I keep trying to discover what is most interesting to the young persons in the class, and today it dawned on me to ask myself, what in history do I think is interesting and, indeed, is it interesting at all to me?..... For me, it is considerably depressing when I "lose contact" with the class. By losing contact I mean finding the pupils not interested in what I am saying. I guess the depression results from the realization that my presentation evidently is lacking in something.

This type of self-evaluation, while momentarily disturbing, often produced excellent results. The outcome of the above struggle to resolve a difficult teaching problem illustrates how one of the objectives for children and youth was approached, e.g., "to develop background of experience and information so that lessons are meaningful and satisfying." Under the date of July 29, 1964, appeared the following entry from the same college student's log:

> Today I did no "teaching" in my history class. Instead I sat with them and got them to discuss what in history or the methods of teaching history they like and dislike. I felt my teaching and their response beginning to lag this past week. Thus, I decided now was the time to break from the more or less traditional pattern of classroom experience and to experiment a bit. After listening to their views, I thought of a new (new in my experience, that is) approach. I asked each of them to choose one period in history of man in which they would prefer to live. I said, "We will discuss each period in terms of mortality rate, living standards, disease, wars, etc., and see if at the end of the discussion the person would

> still want to live in that period." I will bring out positive aspects of the period as well as negative aspects. ...My feeling of pleasure is increased by the anticipation of finishing this whole teaching experience on a strong note. Judging from the initial enthusiastic reaction of the pupils to this idea, this approach may be quite successful.

From these excerpts a pattern emerged which illustrates a process of ego-involvement and a method of problem-solving by challenging the thought of teacher and pupils in such a way that reasoning proceeds inductively from the specific to the general and, from the point of view of the pupil, from simple and meaningful concepts to more complex and difficult ones.

The secondary curriculum included classes in English, typing, history, algebra, arithmetic, science, music, art, and physical education. Enrichment education included several field trips for all levels of instruction. These trips were of inestimable value in providing stimuli for the minds of the children and youth at a time when their minds were ready to absorb and benefit from it. The schedule of field trips is given below:

	Level	Date	Number	Destination
1.	Junior High-High School	7-17-64	11	Chico State College
2.	Primary	7-23-64	17	Gridley Fire and Police Station
3.	Primary	7-30-64	15	Pfister Dairy Farm, Gridley
4.	Junior High-Intermediate	7-31-64	24	Oroville Dam, Oroville
5.	Junior High-High School	8-4-64	11	Gray Lodge Game Preserve, Gridley
6.	Primary/Intermediate/ Junior High-High School	8-12-64	47	Sacramento, California
	Primary		22	Sacramento Zoo
	Intermediate		15	State Capitol Sutter's Fort and Zoo
	Junior High-High School		10	State Capitol Sutter's Fort and Zoo
7.	Primary/Intermediate/ Junior High-High School	8-20-64	37	Picnic, Bidwell Park, Chico

The eagerness with which children and their parents sought out the library is attested by the total daily circulation of 634 books of all kinds during the period July 13 to August 21. Special attention was focused on the children by providing a daily story hour at 3:30 p.m. College students told stories, presented puppet plays and flannel-board stories, and read stories. Supportive listening proved to be helpful to children who craved to read but needed someone close by to help with word attack, pronunciation, or meanings of words. The college students delighted in the opportunity to assist their eager young readers in this mutually rewarding experience. The full report of the librarian, Mrs. Evelyn Willey, is presented as Appendix E.

Adult Education Classes

On July 21, during the second week of the Gridley Project, a meeting was announced for determining the strength of response among the adults in the camp and surrounding area for evening classes. The meeting proved to be fruitful beyond expectations, and the following list of course offerings developed and classes met on the next evening, Wednesday, July 22.

Schedule of Evening Classes

SPANISH --- Monday through Thursday --- 7-8:30 p.m. at the C. C. Center

ENGLISH --- Monday through Thursday --- 7-8:30 p.m. at the C. C. Center

TYPING --- Tuesday, Wednesday, Thursday --- 7-9:00 p.m. at the Library

SEWING --- Tuesday and Thursday --- 7-9:00 p.m. at Cabin N-13

WELDING --- Monday through Friday --- 6-8:00 p.m. and 8-10:00 p.m. at rear of Matthews on the Oroville-Gridley Road

AUTO MECHANICS --- Monday through Thursday --- 6-8:00 p.m. and 8-10:00 p.m. at rear of Matthews on the Oroville-Gridley Road

GROOMING --- Mondays --- 7-9:00 p.m. at the Library

DANCING --- Tuesdays --- 7-9:00 p.m. at Cabin N-13

Horario De Clases En La Noche

ESPAÑOL --- de lunes a Jueves --- de 7 a 8:30 en el Centro de C. Niños

INGLÉS --- de lunes a Jueves --- de 7 a 8:30 en el Centro de C. Niños

MECANOGRAFIA --- Martes, Miércoles y Jueves --- de 7 a 9:00 en la Biblioteca
(Escribir a máqmina)

COSTURA --- Martes y Jueves --- de 7 a 9:00 en la Cabaña N-13

PLOMERIA --- de lunes a Viernes --- de 6 a 8 y de 8 a 10 en el rear of Matthews en el Oroville-Gridley Road

AUTOMECANICA --- de lunes a Jueves --- de 6 a 8 y de 8 a 10 en el rear of Matthews en el Oroville-Gridley Road

BUENA PRESENTACION --- lunes --- de 7 a 9:00 en la Biblioteca

DANZA O BAILE --- Martes --- de 7 a 9:00 en la Cabaña N-13

The values of the adult education program were many and varied. For example, men who entered the welding class were given the opportunity to develop basic competency with the objective of possessing a saleable skill at the conclusion of the course. Ladies in the sewing class learned to make dress forms to fit their own figures and then to sew their own clothes. Some learned how to knit sweaters and alter dresses, techniques of fitting, and, of course, the use of electric sewing machines and attachments. The English class was comprised of Spanish-speaking men, and their eagerness to learn so inspired the college student in charge of the class that she wrote:

> These men are so eager to learn; it makes me feel ashamed of myself that I take my own education so much for granted. This eagerness makes me want to work three times as hard to make their learning worthwhile.

This same enthusiasm was noted in the entry of one of the teachers of the sewing class where she said:

> The evening class is going wonderfully . . . the atmosphere is wonderful. As the evening wore on, some of the Mexican women were helping us. Some of them sew beautifully by hand -- one took over Bertha's dress to make buttonholes like an expert.

These entries were not unmixed with a touch of humor:

> Any home economics teacher would probably curl up and die if she could have seen our procedures: cutting patterns on the grass, dashing from knitting to remodeling to sewing to fitting, etc., but the enthusiasm and communication is wonderful -- there are more who want to start things than we can handle -- even little girls are choosing patterns and materials they would like to start on.

The magnitude of the job undertaken by men in the welding class was indicated by the following entry from the instructor's log:

> Tonight we started building a bridge for Mr. Matthews. It is being constructed from the frame of an old boxcar. The enthusiasm of the students was quite enlivened by this project -- most of them have been doing the exercises necessary to learn the fundamentals of welding. This new shift to building functional objects is now quite meaningful to both them and me.

Attendance statistics are included as Appendix F. Some statistics are included here to give a thumbnail sketch of the summer school population.

Attendance Statistics at a Glance

1.	Students in school for a minimum of five days	69
2.	Total enrollment (July 13 - August 21) (child care - summer school and evening classes)	103
3.	Average Daily Attendance:	
	Nursery School	19.90
	Summer School (Primary/Intermediate/Junior High-High School)	36.75
	Adult Classes	11.50
	Total ADA	68.15
4.	Number of different school districts represented in summer school	10
5.	Number who attended schools in Butte County last year	54
6.	Number who attended schools outside of Butte County last year	31
7.	Number who attended summer school in 1963 at the Gridley camp	35
8.	Reasons most commonly cited for non-attendance at summer school:	
	a. Moved from camp	8
	b. Swimming, fishing	13
	c. Had to go out of town	5
	d. Had doctor's appointment	6
	e. Had to pick or work	over 30

9. Highest summer school attendance: August 12, Field Trip, Sacramento 47

10. Highest attendance regular summer school day: July 22, August 15 45

11. Lowest attendance regular summer school day: July 29, August 17 29

12. Highest attendance for night classes: August 13, 17 24

13. Lowest attendance for night classes: August 4 6

Closing Program

Among the many highlights of the summer school program, special mention should be made of the closing program on Wednesday, August 19, 1964. Whereas the "Open House" was primarily a college student effort to "get things under way," the final program was the culminating effort of the children and youth attending summer school at the camp. The program included an imaginative and appealing rendition of Prokofiev's Peter and the Wolf by the primary group, the singing of an original song by a choir from the intermediate group extolling the merits of the playhouse they built for the younger children; the "Beatles" were the spark for a rousing pantomime by the junior-high group, a style show of dresses made by women in the dressmaking class showed how much had been accomplished in so short a time, and many solos and small group numbers completed the program. A copy of the flyer announcing the final program follows:

Closing Program

WHEN: Wednesday, August 19, 1964

TIME: 7:00 P.M.

WHERE: South End of Farm Labor Camp

PRESENTED BY: Students of Summer School

WHO IS INVITED: Everybody!!

***
*

Programa Final

¿CUANDO? El Miércoles 19 de Agosto de 1964

¿A QUE HORA? A las 7:00 P.M.

¿DONDE? En el campo atrás del Centro de Cuidar Niños

PRESENTADO POR: Los alumnos de la Escuela de Verano

TODOS ESTAN INVITADOS!!

***
*

On the following day, Thursday, August 20, all classes participated in an outing at the Bidwell Park in Chico which included swimming, games, and a cook-out. The final bus ride back to camp was a happy one, and it was only after the last child stepped off the bus that the impact of the reluctant farewells and goodbyes was felt. Even this was mitigated somewhat by the need for many helping hands to close summer school. The continuing relationship in the packing of books, equipment and supplies gave the time needed to accept on an emotional level the fact that summer school was over and to develop the realization that the lessons learned, the confidence gained, the warmth and excitement of many happy hours together will hopefully continue in renewed hope, higher levels of aspiration, and in improved and more productive lives.

Follow-Up

The co-directors of the 1964 Gridley Project felt that data from anecdotal records, psychological tests, physical examinations, and case studies should be made available to schools, clinics and other official agencies serving the needs of the children in the sample population. At the present time, health records are on file in the clinic at the Gridley Farm Labor Camp. Psychological tests, anecdotal records, case studies and excerpts from college students' daily logs comprise a file kept in the Division of Education and Psychology, Room EP-209. In addition to the above data, a pictorial record of activities showing children in classes, at play, on field trips, and in story hour is available for use in giving talks to service clubs, school faculties, and for presentations at conferences.

It is hoped that these data may be used to enhance the quality and appropriateness of the home-school experiences of the children discussed in this report. For the present, attempts at effective follow-up will be confined to the children who live in the local area. Fifty-four children and youth attended schools in Butte County during the 1963-64 academic year. Volunteer responses from four college students who taught in the summer school program indicate a desire to establish a continuing relationship with individual children and their parents. School administrators in the local districts wish to cooperate in exploring ways of utilizing such assistance as an integral part of the ongoing program for each pupil receiving tutorial help. To enlarge the scope and effectiveness of the follow-up, attempts will be made to interest instructors of courses in sociology, psychology, social welfare, and education in participating. Such participation might produce limited research on the drop-out problem among children of the farm laboring segment of the local population, develop techniques for identifying the potential drop-out and devising preventive programs, establish helping relationships so that drop-outs can learn to cope with problems more effectively, and provide readiness and/or remedial instruction for potential drop-outs. At a later date, it is conceivable that data could be processed by machine record techniques and filed in a central repository. Dissemination of data through such facilities would make it possible to follow-up children living in other counties and possibly in other states as well.

Limitations of Data

Caution in using certain data is necessary, since students in courses in Psychological Testing and in Speech Correction did the testing under difficult conditions. For example, audiometry tests of hearing were conducted in one of the shelters used as an office by the principle of the summer school. Extraneous noises from the play area, from cars passing within six feet of the test equipment, and from conversation of people passing by the door were uncontrollable variables affecting reliability of the results. Individual IQ tests were similarly affected and should be used with discretion. For example, a student examiner wrote in his report on a subject:

> The test was given on the lawn at the camp; tables and chairs weren't available. As the verbal part began, ___________ pulled nervously at the grass. During the first sub-test, his mother interrupted to tell him of an appointment with the doctor in 25 minutes . . . this report of his behavior is sketchy and rather incomplete. His work habits and mode of attack weren't observed.

The language difficulty posed problems for some subjects and was noted by the examiner:

> The low verbal score is primarily a function of ___________'s lack of ability in the English language. In the performance sub-tests, with the exception of picture completion, if she could not understand the directions, she could nevertheless learn what to do by watching the examiner's illustrations.

The test reports, as supplementary data, may provide helpful supporting evidence for nurses, teachers, consultants, and administrators who are providing for the health, education, and guidance of these children. Thus, the limitations of the data will not nullify specific values that are inherent in them. For example, such information as the following may be of considerable significance if it happens to reinforce other data already available?

> This test should be a good estimate of ___________'s ability, but it might be a few points low at an intelligence quotient of seventy-three because of the distracting factors at the time of the test. It is possible that she has a hearing problem because of her answers seven and eleven of the vocabulary test. She apparently mistook "roar" for "road" and "scorch" for "squirt"; however, these discrepancies may be due to learning in the home situation (mispronunciation).

Health records could be compared with this report to check the possibility of hearing loss. If hearing was not defective, the implied need for speech correction could be pursued as a next step in a developmental process of remediation.

Recommendations

The following list of recommendations reflect the thinking of the co-directors after careful review of the summer school program. In addition, certain recommendations have been suggested by Mrs. Emma Gunterman which reflect an objectivity and practicality that may be of help to those who may continue similar programs at Gridley and elsewhere.

1. Play Equipment:
   It is recommended that attempts be made to install permanent playground equipment. It has been necessary to bring in such equipment for recreational as well as educational programs. The need for muscle-building equipment is apparent for many children at the camp. The constructive use of time, which otherwise "hangs heavy" for many children, is further reason to install such equipment.

2. Administration:
   It is recommended that future projects involving the operation of a Child Care Center, a summer school program, and an adult education program continue the pattern similar to that used in the 1964 Project.

3. Co-ordination:
   It is recommended that procedures be developed for improving articulation of different programs so that more efficient utilization of audio-visual equipment, buildings, supplies, weekly entertainment, and educational programs be realized.

4. Parent Education:
   It is recommended that parent education programs be developed covering consumer economics (credit buying, low-cost foods, budgeting), sex education, health education (prenatal care, child growth and development), and courses which develop saleable skills; e.g., welding, woodworking, auto mechanics, electronics, electricity, typing, business English, and home economics.

5. Community:
   It is recommended that attempts be continued to utilize the resources of the community, e.g., public health agency, mental hygiene clinic, juvenile authorities, schools, churches, service clubs, etc., so that a more permanent structure is provided for the development of future programs.

6. Follow-Up:
   It is recommended that a follow-up procedure be developed with the cooperation of the administrative and instructional staffs of the local public schools, whereby children, who are potential drop-outs or who are having academic difficulty, may continue to receive the benefits of a continuing relationship with college students in teacher education who could provide tutorial assistance.

7. Participation:
   It is recommended that attempts be made to broaden the utilization of the Child Care Center and the summer school program to include those who would benefit from such participation but who may not live in the immediate vicinity of the Gridley Farm Labor Camp.

8. Transportation:
It is recommended that provision be made for the transportation of children and youth to and from the camp to implement #7 above. Many children it is felt could have been included in the program, but the need for transportation could not be met by their parents. The availability of a small bus or two nine-passenger station wagons should be adequate.

9. Teachers:
It is recommended that continued use be made of the talents of college students in training to become teachers. Experience has reinforced the importance of having a dynamic teaching practicum for testing pedagogical theory and practice.

10. Facilities:
The possibility of utilizing the regular school plant and facilities for a late summer program should be explored, inasmuch as the present summer school schedule does not match the need of the children and parents at the camp; i.e., the summer school closed on August 21, but the need for school services continued for several more weeks.

11. Local Families:
It is recommended that more provision be made for working with the families in the camp so that they are included in the planning in a staff way.

12. Home Visitation:
There is need to improve the home visitation practices of those working with the children. This requires the services of a professionally trained person who works closely with the families and follows through on absenteeism, who welcomes and orients new families to the program, and who provides for continuity between families and children's progress at school.

13. Spanish-Speaking:
Continue the practice of having Spanish-speaking person(s) on the staff to meet families, to explain the program, and to work with the children in the Child Care Center.

14. Duration:
Since the needs of families continue beyond the duration of the summer school program, it is desirable that provision be made for nursery school education on a continuing basis throughout the calendar year. This would establish a "pool" of mothers for work in the Child Care Center during the months of the harvest season.

Accomplishments

The Directors of the Gridley Project are often asked to list the accomplishments of the Project during the summer of 1964. It is difficult to do this because the most important outcomes are also the most difficult to measure in an objective manner. However, there are some specifics which might be listed. For example, a twelve-year-old boy who had lost all his permanent front teeth now has new teeth because of the generosity of a dentist and a dental laboratory proprietor. A six-year-old crippled boy now has braces. At least one school drop-out returned to school. Two men were able to secure new jobs as a result of the night welding class, and one received a raise in salary. Several of the women and girls have new clothes and the skill to add to their wardrobe in the future. Some women were able to work because the Child Care Center was available to take care of their children. Many very young children were kept out of the hot fields and were under good supervision during the day.

The field trips and academic program were surely enriching for most of the youngsters. Most of the children appeared to have an enjoyable experience during the summer. The hot meals served in the Child Care Center appeared to be fulfilling a real and immediate need for some of the children.

The opportunity for so many agencies and individuals to cooperate in a program to help others should prove that such cooperation is possible on a much larger scale and on a more permanent basis.

The greatest value may be the individual attention college students are able to give the children in the Project. This attention may do much to help youngsters have a more positive self-image and a healthier attitude toward schools and teachers.

For the college students the experience was invaluable. Those who continue in teaching will be much better public school teachers because they have had this experience working with some children with cultural handicaps. A few were able to discover early in their college program what areas they wished to specialize in or even whether or not they wished to teach.

Another value of a Project such as this is that it stimulates others to inaugurate programs in their own communities. The Project Directors hope to continue a similar program on a broader geographical basis. Application has been made to participate in the Economic Opportunities Act of 1964.

We hope all who read this report will be encouraged to give leadership in their communities to develop programs to meet the needs of the "culturally handicapped" Americans.

Appendix "A"

SCHOOL PRINCIPAL'S REPORT

Gridley Project
Chico State College
Summer, 1964

by
Stanley Frame

Introduction to the Project

My first involvement in the Gridley Project for the summer of 1964 began with a telephone call from Dr. B. Keith Rose, Chairman of my Master's Committee, in early March. He briefly outlined the program and told me to contact Dr. Arley L. Howsden if I was interested.

From this start I soon met with Dr. Arley L. Howsden and Dr. John Fisher for the first introduction to the Project. My first responsibility, as I saw it, was to acquaint myself with the Gridley Project as it had been in previous years. I met with Keith Stewart, of the Butte County Superintendent of Schools Office, who administered a joint effort of Chico State College and the Superintendent's Office last year. I also met with other people who had had first-hand experiences with the Project.

In the phases of preplanning I contacted the State Educational Agency for Surplus Property to apply for surplus food. A physical examination program was first started with a telephone call to Dr. Paul O'Rourke, State Department of Health, Farm Worker's Health Service. Purchasing procedures were finalized with staff members. Late in June I met with the college classes to become acquainted and start a working relationship for the summer. We first set up a home contact and visitation procedure. I outlined procedures for obtaining supplies and needed materials.

People to fill the jobs of secretary and cook were located after much searching. A full-time volunteer worker would be used to transport the food from the kitchen at Sycamore School in Gridley to the camp, a distance of about three miles.

The last week before school started proved to be a very busy one. I participated in home visitation in a continued effort to "pass the word." A meeting to set up a physical examination schedule was held, a meeting with local citizens and camp residents was held to familiarize all with the plans for this year and the current needs; and I installed locks and helped in building a fence around the child care cabin.

We were given books as well as other material which I boxed and made the transportation arrangement. The Project was also given $150 by a service club for the milk program, the payment of which I coordinated.

School Begins

After school actually began, my time was much less limited. I obtained permission from my own school district to use supplies on hand and then replace the items not returned at the end of the program. Thus, it was very easy to have at a moment's notice all the regularly needed materials.

Students enrolled in an audiology class at Chico State College performed hearing tests prior to the physical examinations. Also, a volunteer nurse, Mrs. Jeannie Grey, supervised college students in administering eye tests. The results of these examinations were given to the doctor at the time he performed the physicals.

The difficult responsibility of scheduling children and contacting parents was accepted by Miss Ruth Swanstrom and her class in Early Childhood Education.

I initiated attendance and accounting procedures to collect data on the entire program. Once established, this "red tape" was well accepted. I was called upon to make arrangements for field trips and procure needed supplies. I felt that I was accepted as a co-worker by the college students and not an administrator or authority figure.

As the Project moved into the final days, plans were made to clean up cabins and return borrowed material. On the last Friday I helped in moving the Project-owned material to a storage facility at the camp. I also helped in taking out the child care fence and drinking fountain and then returned unused and borrowed material to my own school district.

I returned home Friday evening with a weary feeling of accomplishment. The previous six weeks had been tiresome, yet very rewarding.

Review and Recommendations

To offer specific recommendations about a future Gridley Project based on my experiences of the summer of 1964 would be extremely difficult due to the pilot nature of this Project. Many influencing factors may not be present next year. I would, therefore, offer the following for consideration:

1. First, I would definitely recommend this experience as part of Chico State College's program of administrative training. While administering a summer school such as this does not closely parallel administering an elementary school, it does offer a definitely valuable experience. Areas of record-keeping, mechanics of purchasing, and inventorying supplies have an applied use, not to mention the most important aspect of administration - human relations and public relations.

2. Second, and more specifically for any future master's candidates in this position, I would like a little more detailed outline of duties to be performed. This is quite intangible since the very nature of the Project requires a high degree of flexibility.

3. Better co-ordination of and communication between various departments and phases of the Project should be achieved. I have experienced firsthand the real need of a good effective communications chain.

4. Finally, for a Project that has been repeated and expanded for four years, I think there should be better continuity of the program year after year. I trust this report and the larger report to Rosenberg Foundation will serve to offer a feeling of familiarity bridging this summer to next. The Gridley citizen's group mentioned above could offer a most needed service in this respect.

My contribution to the Project has been a partial fulfillment of the requirements of Education 270.3, Directed Field Work, part of my contract with Chico State College for a Master's Degree in Elementary School Administration.

The experiences I have encountered have made me feel extremely uncomfortable at times. I have been forced to make decisions and see situations I do not normally encounter in teaching or in college training. This has resulted in definite growth on my part. In conclusion I would say I feel very fortunate to have been part of such a dynamic ongoing program and to have shared these experiences of humility and empathy with others.

Appendix "B"

C O P Y

Gridley Union School District
1125 Sycamore Street
Gridley, California
Office of the Superintendent

June 16, 1964

Dr. Arley L. Howsden
Associate Professor of Education
Division of Education and Psychology
Chico State College
Chico, California

Dear Arley:

Please be advised that the Board of Trustees of the Gridley Union School District granted permission for the use of the kitchen of cafeteria for the preparation of meals for your group this summer. However, they stipulated that a certificate of insurance covering the individual who cooks be furnished prior to placing the kitchen in operation.

I also would like you to know that I have checked through our cafeteria personnel and find the entire group will be employed by the cannery this summer.

I also checked with our cafeteria manager Mrs. Culler to see if she knew of anyone interested in cooking for your group. However, as of this date it has been impossible to come up with anyone who will do it. Therefore I feel that it will undoubtly be necessary for you to find someone.

I would also like to add that we would like to meet with whoever you employ so that we may check them out in the use of the equipment and rules and regulations governing the kitchen.

Very sincerely yours,

/s/ Don

Donavin Davis
District Superintendent

DD:di

COPY

Chico State College
Chico, California

July 3, 1964

Mr. Frank Willis, Attorney
President of Greater Chico Kiwanis Club
Waterland-Breslauer Building
Broadway near Fourth Street
Chico, California

Dear Mr. Willis:

On behalf of the Chico State College Summer Session I am privileged to express our appreciation for the generous response of the Greater Chico Kiwanis Club to our need for providing milk to the children at the Gridley Farm Labor Camp Summer School. As many of your members know, malnutrition frequently occurs in children in the migrant labor camp situation. These and others need to increase their intake of protein, vitamins and minerals until deficiencies have been corrected. The milk program underwritten by the Kiwanians will be a strong deterrent to incipient nutritional anemia and we are very grateful to you for your help in correcting this situation.

We hope that members of your Club will be able to visit the summer school during the period July 13-August 21. The Child Care Center is open from 5:30 A.M. to 5:30 P.M. daily and the school is open from 9:00 A.M. until 12:00 noon each day. Evening classes in adult education will be taught from 7:00 P.M. to 9:00 P.M. and will include classes in typing, English, auto mechanics, art, consumer economics, first aid and other instructional areas as needs are identified.

Please extend to your members our thanks and appreciation for their assistance in helping us in our efforts to cope with a vital social and educational problem.

Sincerely yours,

/s/ Victor M. Houston

Victor M. Houston
Dean of Educational Services
and Summer Sessions

cc: Dr. Fisher
Dr. Howden
Mr. Stanley Frame
Miss Ruth Swanstrom
Mr. Karl Wahl

VMH:mc

July 20, 1964

TO: ______________________________

FROM: Arley Howsden and John Fisher, Directors
Gridley Farm Labor Camp Summer Program

As you know, a school and a child care program are presently being conducted at the Gridley Farm Labor Camp. We are anxious for suggestions to improve and expand the program for this summer and to make plans for sponsoring and continuing a program at the camp in the future.

You have been suggested as a person who has an interest in this project, and we hope you might be willing to serve on an advisory steering committee. Could you attend a meeting Thursday afternoon, July 25, from 2:30 p.m. to 4:00 p.m., at the Farm Labor Camp Child Care Center?

We will appreciate your help.

C O P Y

Chico State College
Chico, California

July 3, 1964

Mr. W. Ross Houghton, President
Chico Lions Club
c/o Houghton Insurance Agency
Crocker-Anglo Bank Building
Chico, California

Dear Mr. Houghton:

On behalf of the Chico State College Summer Session I am happy to express our deep appreciation for the generous response of the Lions Clubs of Chico and Biggs to our need for toys and recreation equipment in the summer school at the Gridley Farm Labor Camp.

Last summer's experience indicated that the lack of toys and appropriate play equipment limited the educational value of our summer school program. As the members of your Club know, what is called "play" is really a young child's form of work and can be of great educational value. This is especially true in the case of disadvantaged children in the migrant camp setting.

We hope that members of your Club will be able to visit the summer school during the period July 13-August 21. The Child Care Center is open from 5:30 A.M. to 5:30 P.M. daily and the school is open from 9:00 A.M. until 12:00 noon each day. Evening classes in adult education will be taught from 7:00 P.M. to 9:00 P.M. and will include classes in typing, English, auto mechanics, art, consumer economics, first aid and other instructional areas as needs are identified.

Please extend to your members our thanks and appreciation for their assistance in helping us in our efforts to cope with a vital social and educational problem.

Sincerely yours,

/s/ Victor M. Houston

Victor M. Houston
Dean of Educational Services
and Summer Sessions

cc: Dr. Fisher
Dr. Howsden
Mr. Stanley Frame
Miss Ruth Swanstrom
Mr. Karl Wahl
Dr. John Schmidt

VMH:mc

C O P Y

State of California - Health and Welfare Agency
Department of Social Welfare
1006 Fourth Street
Sacramento, California 95814

July 23, 1964

Miss Ruth Swanstrom, Director
Gridley Day Care Center
c/o Housing Authority
Gridley Farm Labor Camp
Gridley, California

Dear Miss Swanstrom:

Thank you for providing Frank Howard and me with the wonderful opportunity of experiencing life in an exemplary rural day care center.

The children's calmness, contentment, and enthusiasm was overwhelming. You should feel a real sense of accomplishment about the very important role that you are playing in the lives of the children. The program is so varied and geared to the individual child. I am still thinking about the surprised look on Chicky's face when he discovered that by poking his finger through the wet clay that he had made a peep hole to look through.

Please thank Dr. Fisher and Dr. Howsden for their kindnesses in taking us on the adventuresome tour of the school age center.

Very sincerely yours,

/s/ Doris Cole

Miss Doris Cole
Family & Children's Services Representatives

C O P Y

State of California - Resources Agency
Department of Water Resources
P.O. Box 939
Oroville, California

July 29, 1964

Mr. Jim Harkenrider
985-A Normal Avenue
Chico, California

Dear Mr. Harkenrider:

We will be pleased to have your junior high school students and practice teachers visit the Oroville Dam Project, as requested in your letter of July 26, 1964. In order for a group of thirty people to tour the construction areas, and in light of safety, a bus with an experienced driver is required. Private vehicles are not admitted.

An engineer will be waiting for your group at our construction Overlook on Friday, July 31, at 10:00 a.m. to act as tour guide. A map is enclosed to assist your driver in locating our construction Overlook.

If you have any questions, or if these plans are not agreeable, you may call our Special Services Unit, 533-9101, Extension 241.

Very truly yours,

/s/ H.H. Eastin
(for)
A.F. Wilber
Project Engineer

Encl.

C O P Y

Chico State College
Chico, California

August 8, 1963

Chairman, Advisory Committee
on Compensatory Education
meeting in
Room 807, Education Department
State Office Building
217 West 1st Street
Los Angeles, California

Dear Mr. Chairman:

I invite the members of the Compensatory Education Committee to visit a program of enrichment for migrant labor children at the Gridley Labor Camp near Gridley, California any morning before August 21. I was just informed the Committee is meeting tomorrow so I shall briefly tell you of our program.

I urge the Committee to seriously consider the possibility of including the State Colleges in their plans for projects to be undertaken. It is my belief that the Colleges have the personnel, the interest, and the responsibility to help in this area. We have the responsibility for preparing teachers, many of whom will be teaching in culturally deprived sections of our State and country; yet all the evidence indicates we are not doing a good job preparing teachers for this responsibility.

I am the Coordinator for two classes here at Chico State College--Social Foundations of Education and Psychological Foundations of Education. It seemed to me these classes could be better taught by having the college students working with youngsters from all kinds of social backgrounds while taking the class. I secured permission to teach the classes in Gridley at the Farm Labor Camp this summer. We are operating a school for the children of the people at the Camp and the school is being taught by the college students under the supervision of two college professors. We have thirty-five college students enrolled. The students are divided into teaching teams according to the ages in which they are interested. One of the college students serves as a master teacher. They plan for the day as a group and meet immediately after class to evaluate the day. The students can and do draw on all the other resources of the College including psychology, speech therapy, dramatics, audio-visual, etc. In addition, they use other agencies such as social welfare and the County Office of Education.

We operate the Camp school from 9:00 a.m. to 12:00 noon, then have three hours of college class in the afternoon. The smallest enrollment we have had in the school is 37 youngsters and we have had over 70 some days, with an average attendance of about 55. In addition to the regular morning classes, we have some special classes for children with speech problems, non-English speaking youngsters, two mentally-retarded children, a group interested in dramatics, and many tutorial situations for young people who are unable to attend a regular class. We also have night classes for interested adults and young people. A branch of the Butte County Library is being operated there and over 100 cards have been checked out. Each afternoon we have a story hour in the library and have averaged about 30 youngsters in attendance each day. The youngsters have been taken on many field trips to college plays, science exhibits, vocational tours such as to beauty colleges, etc.

I could list many other activities which our college students are sponsoring and which I believe are of great value to the youngsters in this camp. However, if we were not helping a single youngster in any way, we would still be having an experience which is of tremendous value to the future teachers we have in our summer class. Our college students show great enthusiasm for their work this summer and I am convinced that college education classes of this type are invaluable.

A program similar to this could be operated by every State College at a cost much lower than would be possible if State College facilities were not utilized, including the services of the paid professors. We would have no problem having a program with continuity, since the personnel is stable in the Colleges.

I sincerely hope we will have the opportunity to visit with some of the members of this Committee and preferably in our school in Gridley.

Sincerely yours,

/s/ Arley L. Howsden

Arley L. Howsden
Associate Professor
of Education

ALH:h

cc: Dr. Paul Lawrence
Alameda State College

Division of Education and Psychology

September 3, 1964

Miss Beryl Fry
2165 Spencer Avenue
Oroville, California

Dear Beryl:

Please extend to the members of Delta Phi Upsilon Association our most sincere appreciation for all the help and support given the Gridley Farm Labor Child Care and School programs this past summer.

All the school materials were helpful and were put to good use. The twenty-five dollar check bought supplies that enriched the program; and the rummage sale donations and help were very much appreciated.

Since you are "budget-minded" teachers, you might be interested in a breakdown of your money gift:

> $15.67 was spent for tempera, powdered tempera in lovely colors that was so much enjoyed by the children who had the pleasures both of mixing and using the paint.
>
> $6.20 supplied tinker toys, picture dominoes, and a small toy cement truck all obtained at Wright's Toy Shop in Chico.
>
> $1.24 replaced a broken circular sprinkler. This provided a refreshing spray for children to run through and play in during the intense afternoon heat.
>
> $1.89 gave us a new supply of Amco clay from the Arts and Crafts Center.

The concern for more and better opportunities for young children as shown by groups like yours is most encouraging and hopeful as we work toward an expanded and more permanent program for the children of California's farm laborers.

Cordially yours,

/s/ Ruth Swanstrom

Ruth Swanstrom, Director
Child Care Program
Gridley Farm Labor Camp
Gridley, California

RS:kc

COPY

State of California - Health and Welfare Agency
Department of Social Welfare
1006 Fourth Street
Sacramento, California 95814

August 18, 1964

Dr. John Fisher
Chico State College Faculty Member
c/o Gridley Farm Labor Camp
Gridley, California

Dear Dr. Fisher:

This is to let you know that I have suggested to Mrs. Grace Cross, Director of El Dorado County Welfare Department that she or one of her staff try to visit one of your welding or auto mechanic classes. It is my opinion that such a visit could be helpful to county staff in connection with the development of work training programs for recipients of public assistance.

Thank you for your many kindnesses.

Very sincerely yours,

/s/ Doris Cole

Miss Doris Cole
Family and Children's Services Representative

cc: Dr. Arley Howsden
Chico State College Faculty Member
c/o Gridley Farm Labor Camp
Gridley, California

El Dorado County

E

Division of Education and Psychology

September 3, 1964

Mrs. Charles Gibson
645 Sheridan Avenue
Chico, California

Dear Mrs. Gibson:

So many times this summer grateful thoughts have winged your way as we enjoyed the varied contributions your generous fifty-dollar check supplied for the Child Care and School Programs at Gridley.

We thought you might enjoy a detailed accounting which will show you in how many ways your gift added pleasure and comfort both to the children and staff of the program:

> First of all, $6.73 was spent at Bartlett Drugs to set up a first aid kit which served the entire program - about 100 children daily.
>
> $4.12 supplied name tags, marking pens, and pins. Name tags were such a help, and we used quantities of them with our mobile population.
>
> $2.63 furnished cups and napkins for the first open-house party for the entire program. You and the Gridley Junior Women's Club were co-hostesses for this happy occasion.
>
> $1.84 was spent in Gridley for plastic covered pitchers to serve beverages at snack time.
>
> $4.42 bought a 50 foot hose at Chico Hardware and $1.30 bought a circular sprinkler. These were two of our most valuable possessions both for clean-up and for fun in the heat.
>
> $1.00 bought nails in Gridley for carpentry projects that were so popular.
>
> $3.43 bought Amco clay at the Arts and Crafts Center.
>
> $4.08 supplied small cars, toys, and balls at Wright's toy shop.

$8.82 worth of powdered tempera was greatly enjoyed.

$5.48 at Raley's gave us some new sand toys, an egg beater and a whisk which children used in mixing easel and finger paints. They loved this!

The remaining $6.23 got us glue, more adhesive tape, wooden clothes pins. We used quantities of the latter at the "nothing-over-a-nickel-rummage-sale" which placed over a thousand items of clothing in farm labor homes in the camp area.

You will see that your thoughtful generosity added much to the enrichment of program and helped expedite work for the staff as well.

We are sorry you didn't get over to see the program in action; but we do waht you to know how much you helped in supplying more and better opportunities for children of farm laborers in this area.

Cordially yours,

/s/ Ruth Swanstrom

Ruth Swanstrom, Director
Child Care Program
Gridley Farm Labor Camp
Gridley, California

RS:kc

Appendix "C"

FINANCIAL STATEMENT

Gridley Farm Labor School

Cash Expenditures

September 30, 1964

Income		
Rosenberg Foundation Grant		$ 5,500.00
Expenses		
Building Rental	$ 329.37	
Child Care Assistants	877.99	
Child Care Director	413.28	
Consultants	137.07	
~~Director~~ Principal	500.00	
Follow-Up	89.36	
Library Director	319.26	
Lunch Expense	635.58	
Secretarial and Clerical Help	330.00	
Supplies	321.20	
Transportation	589.07	4,542.18
		$ 957.82 *

* The balance of $957.82 represents the status of the Rosenberg Foundation Grant as of September 30, 1964. Additional charges for costs in preparing the final report, e.g., duplicating, paper, collating, stapling, and secretarial services, will be charged against this balance, and a closing statement will be prepared within the next few weeks.

Appendix "D"

GRIDLEY FARM LABOR CAMP SUMMER SCHOOL
1964

Date	Primary	Intermediate	Junior High
	Number of Students Attending		
July 13	13	17	5
July 14	13	16	5
July 15	13	15	6
July 16	12	11	7
July 17	16	10	11
July 20	17	11	6
July 21	16	15	6
July 22	19	15	11
July 23	17	19	8
July 24	19	13	9
July 27	24	12	10
July 28	24	10	8
July 29	17	7	11
July 30	15	10	3
July 31	17	13	11
August 3	13	9	9
August 4	14	8	10
August 5	12	9	10
August 6	17	13	7
August 7	18	11	8
August 10	21	13	7
August 11	22	13	9
August 13	22	16	9
August 14	20	12	6
August 17	14	10	6

Number of Students Attending

Date	Primary	Intermediate	Junior High
August 18	14	10	8
August 19	18	11	8
August 20	17	36	8

Appendix "E"

MEDICAL EVALUATION OF THE CHILDREN ATTENDING THE GRIDLEY CHILD CARE CENTER

This program - which was supervised by a State Health Department Pediatrician - was made possible by the cooperation of the Gridley physicians, the active assistance of members of the Butte County Health Department, the help of hard working volunteers, the staff of the Summer School and Child Care Center. Fifty-eight children were carefully examined by a physician over the course of two days. Some had their hearing and vision tested; many (including some parents) received needed immunizations. All were tested for tuberculosis, a condition that is frequently seen among economically deprived people. We are making efforts to provide care for the problems that were found.

A major aim of this program is to detect problems that are important to a physician but are liable to be overlooked by families who do not understand the value of careful health supervision by a family physician. A second such program of medical examinations is planned for the children who are late arrivals or who were missed the first time.

DISADVANTAGED CHILDREN EDUCATION 3/23/64

NEWS BUREAU
Chico State College
Chico, California

IMMEDIATE RELEASE

CHICO -- An expanded opportunity for student teachers at Chico State College to work with disadvantaged and culturally deprived children will be provided this summer under a $5,500 grant by the Rosenberg Foundation of San Francisco.

The project will be centered at the Farm Labor Camp near Gridley, where much pioneer work has been done during the past three years.

The grant was made to Dr. Arley Howsden and Dr. John Fisher, Associate Professors of Education, as the result of efforts by Dr. Howsden who had become interested in the project and was supported by Dr. Victor M. Houston, Dean of Educational Services and Summer Session, and by Dr. Joe Smith, Chairman of the Division of Education-Psychology.

Mrs. Emma Gunterman of Gridley pioneered the work and last summer appealed to Dr. Howsden for help, with the result that he and Dr. Fisher taught summer school classes there with some help from the College. Students in education attended largely on a volunteer basis.

This year the work will become fully organized, with Chico State paying the salaries of Dr. Howsden and Dr. Fisher, who will be Directors, and half the salary of Miss Ruth Swanstrom, Director of the Child Development Laboratory at the College, who will be in charge of a newly organized Child Care Center.

more-more-more

The College will provide summer session students to work in the program for credit, supply library, audio-visual, other equipment, and act as disbursing agent for the grant.

"We are doing this," said Dean Houston, "because of a general feeling of social responsibility which can be made specific through one of the functions of the College, that of preparation of teachers for public school service. The American public school has always symbolized ideals for which our country stands. As such, it must accept responsibility for supporting each child in his effort to make these ideals available to him."

"Many teachers in the future," Dr. Smith added, "will have culturally-deprived children in their classes. It is logical that as students they receive as much practical experience as possible."

Classes will be taught by college students in education in catalogue-designated courses. During the first three weeks of the college summer session, they will meet three hours a day on campus for academic work and orientation to handle instruction at the labor camp, and be divided into teaching teams according to academic interest and training and grade levels which they plan to teach.

They will visit the homes of the children prior to opening of the school, which will operate Monday through Friday from 8:30 to 11:30 a.m., with afternoon and night classes for older children and parents.

Dr. Howsden and Dr. Fisher will be available at all times and hold frequent seminars and evaluations. Teaching students will get ten credits, child care students three.

The Child Care Center will be operated seven days a week from 5:30 a.m. to 5:00 p.m. Meals will be provided at a minimum cost to parents.

Apart from the immediate advantage to children at the camp, Dr. Howsden and Dr. Fisher expect to accumulate valuable information which will be

more-more-more

made available directly to teachers, administrators and school trustees in Northern California or anywhere in the state where it may be required and through articles in professional journals.

Another means of spreading information gathered at the project is expected to be the reorganized structure of the California Council on Teacher Education, which consists of all colleges actively engaged in teacher education.

Dr. Glenn Kendall, President of Chico State, who has just completed a two-year term as president of the council and was largely responsible for the reorganization plan, supports the Gridley Project and will encourage the council to serve as a channel to disseminate information regarding the results obtained there.

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FARM LABOR SCHOOL 6/2/64

NEWS BUREAU
CHICO STATE COLLEGE
Chico, California

IMMEDIATE RELEASE

CHICO -- Staffing has been completed, and the Gridley Farm Labor Camp School and Child Care Center, which have been conducted at the Farm Labor Camp near Gridley for the past several summers, is scheduled to open July 13 and continue until August 21, it was announced today by Dr. Victor M. Houston, Dean of Educational Services and Summer Session, Chico State College.

Initiated in the summer of 1961 and coordinated by the efforts of Mrs. Emma Gunterman, the Gridley Project has developed in subsequent summers as a result of unusual cooperation on the part of about sixty service clubs and many agencies and individuals, as well as the farm labor families themselves.

In the summer of 1963, the sponsoring agencies and organizations included the office of the Butte County Superintendent of Schools, the Butte County Board of Education, the Gridley Elementary School District, the Gridley Union High School District, the Butte County Welfare Department, the State Department of Health, the State Department of Education, the State Department of Welfare, the Butte County Housing Authority, the Butte County Board of Supervisors, Chico State College, and numerous local organizations and persons in the Gridley area.

The success of the 1963 Program encouraged a number of community leaders and county officials to request Chico State College to serve as the coordinating agency during the summer of 1964, and to apply to the Rosenberg Foundation of San Francisco for financial assistance to carry on the work in the school and the Child Care Center.

This request for support was recently approved, and the grant will be used to pay modest salaries to a few staff members including the School Director, Librarian, Child Care Director and to defray minimum costs of building rental and maintenance, lunch expense, school supplies and clerical help.

MORE

In commenting on the 1963 Program, Thomas E. Evans, Butte County Superintendent of Schools, said, "This pilot program for children of farm laborers has attracted statewide attention, not only because of the quality of the program but also because it constituted such an unusual example of cooperation among the many agencies and persons of this area who are concerned with providing educational and child care opportunities for the children of farm laborers."

Dean Houston said, "While practically all financial support for the 1964 Program will be derived from the Rosenberg Foundation Grant, its success depends upon the continued understanding, approval and support of the agencies and individuals who have rendered such outstanding service in the past. I am happy to say that all agencies and persons who have been connected with the program are again helping in every way possible."

Co-directors of the project will be Dr. John Fisher and Dr. Arley Howsden of Chico State College, assisted by Stanley Frame, Director of the School; Mrs. Evelyn Willey, Librarian; Miss Ruth Swanstrom, Director of the Child Care Center; and "Red" Melton of the Butte County Housing Authority.

"Any person or organization desiring to help in the 1964 Program," said Dean Houston, "is invited to get in touch with Dr. Howsden or Dr. Fisher at Chico State College."

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KIWANIS KRIER

Published by the Gridley Kiwanis Club Week of August 13-20, 1964

SPECIAL ANNOUNCEMENT

The Gridley Kiwanis Club will sponsor a Ladies' Night for the Thursday evening of August 20, 1964, at 7:30 p.m., at Harvest Inn. The speaker will be Dr. John Fisher of Chico State College. Dr. Fisher will present colored slides and will describe the activities of the summer school at the Gridley Farm Labor Camp for this particular summer. There has been summer school in progress there since early in July.

Chico State College sponsored and conducted the summer session at the Labor Center on the Feather River, with the aid of special grant funds. The school has been under the direction of both Dr. John Fisher and Dr. Arley L. Howsden, Professors of Education at Chico State College. Graduate students of the College have been conducting the school program under the professors' supervision.

In addition to the day school, there has been a Child Care Center conducted as part of the school program, under the direction of Ruth Swanstrom, Instructor in Education and Director of the Child Development Laboratory at the College.

A full report on the school will be given. This is especially pertinent at this time, inasmuch as a lay board has been formed in the Gridley community to help plan the future activities and to secure future sponsorship of the camp summer school and Child Care Center.

In addition to the wives and guests of the Kiwanians, a "no-host" invitation is extended to any interested camp summer school board members and local educators of the Gridley community to attend this meeting and to hear Dr. Fisher. The cost of the dinner is $2.00.

The meeting will be held at the Harvest Inn restaurant, just north of Gridley on Highway 99E, 7:30 p.m., August 20. Russell Demes is program chairman. The program arrangements were made by Joseph McGie. All Kiwanians are urged to attend and bring guests and their wives in order to gain a better understanding of this excellent project in the Gridley community.

- - - from Joseph F. McGie
Kiwanis Bulletin Editor

Appendix "F"

Gridley Project Staff Members

Co-Directors and instructors for Social and Psychological Foundations classes:
- Arley L. Howsden
- John Fisher

Director of Child Care Center and nursery school and instructor for Early Childhood Education class -- Miss Ruth Swanstrom

Principal of School -- Stanley Frame

Librarian -- Evelyn Willey

Child Care Center Assistants:
- Mrs. Cleceria Rodriguez
- Ciceley Whitney

Project Secretary -- Rocia Silva

Volunteers:
- Robert Flasher
- Emma Gunterman
- Clara Nelson

Cook -- Mrs. Tessie Hill

Student Teachers: (enrolled in Psychological and Social Foundations)
- Thelda Bartlen
- Elizabeth Bender
- Robert Brown
- Sandra Branson
- Elizabeth Carmean
- Jane Cassady
- Herbert Clark
- Robert W. Dozier
- Ellen Grahlman
- Douglas Heimann
- Douglas Huegal
- Gary Kitchens
- Edward Klein
- Marvel Loy
- Steven B. Martin
- Camille McCray
- Judith Ann McIntyre
- Joan Mimaki
- Helena Myers
- Joseph R. Myers
- Ira Harold Nelken
- Dan Owens
- Charles Schaffert
- Donna Scott
- Robert Edward Setterlund
- Joanne M. Stephens
- Cynthia Thomas
- Betty Uhl
- Robert Valine
- Shirley L. Wood
- Juniel Worthington
- Tilla Marie Young
- James Harkenrider

Student Teachers: (enrolled in Early Childhood Education)
- Werth Helm
- Myra Rousch
- Barbara Williams

Members of Dr. Hicks' college class in Individual Testing, Dr. Rollin's class in Speech Correction, and Helen Ebert's class in Children's Literature also assisted at the school.

Partial List of Visitors to the Gridley Project, 1964 *

1. Mrs. Gene Brown -- Clinic -- Gridley Farm Labor Camp
2. Mr. Antonio Calarco -- Health Educator -- Butte County Department of Public Health
3. Dr. Ernest Campbell -- Director of Graduate Studies Division -- Chico State College
4. Mrs. Virginia Campbell -- Teacher, Bidwell Junior High School -- Chico, California
5. Miss Georgiana Carden -- Hotel Oaks -- Chico, California
6. Dr. Caziarc -- Hearing Consultant, State Farm Health Service -- Berkeley, California
7. Miss Doris Cole -- State Department of Welfare -- Sacramento, California
8. Mr. Cowan -- Member of the Board of Trustees -- Gridley Unified Elementary School District
9. Mr. Robert Cuddeback -- Accountant -- Chico State College Foundation
10. Mr. Donavin Davis -- Superintendent -- Gridley Unified Elementary School District
11. Dr. Katharine Dresden -- Division of Education and Psychology -- Chico State College
12. Mr. Tom Evans -- Superintendent -- Butte County Public Schools
13. Dr. Kalil Gezi -- Division of Education and Psychology -- Chico State College
14. Dr. Gilbert -- Pediatrician, State Farm Health Service -- Berkeley, California
15. Mrs. Janie Grey -- Clinic -- Gridley Farm Labor Camp
16. Mr. Robert Harris -- Reporter, Chico Enterprise-Record -- Chico, California
17. Dr. Irena Heindle -- Director, Butte County Department of Public Health -- Chico, California
18. Dr. David Hicks -- Division of Education and Psychology -- Chico State College
19. Dr. Victor Houston -- Dean, Summer Session and Extension Division -- Chico State College
20. Mr. Howard -- State Department of Welfare -- Sacramento, California
21. Mr. John Kingsley -- Teacher, Yuba City High School -- Yuba City, California

22. Mr. Ernest Lopez -- Director, Butte County Social Welfare Agency -- Oroville, California

23. Mr. Larry McCarron -- Graduate Student in Psychology -- Chico State College

24. Miss Pat Memsie -- Supervising Teacher, University of California -- Los Angeles, California

25. Mrs. Perkins -- Public Health Nurse -- Butte County Department of Public Health

26. Mr. Ray Roberts -- Principal, Sycamore School -- Gridley, California

27. Mr. Elvin Shepherd -- Maintenance Department -- Chico State College

28. Mrs. Vida Shepard -- Reporter, Chico Enterprise-Record -- Chico, California

29. Mr. Sidney Shnayer -- Chico State College -- (Acted As a Reading Consultant)

30. Dr. Joe Smith -- Chairman, Division of Education and Psychology -- Chico State College

31. Miss Faustina Solice -- Psychiatric Social Worker -- State Farm Labor Health Service

32. Mr. John Stewart -- Retired Principal -- Hooker Oak Elementary School

33. Mrs. Stewart -- Retired Teacher -- Chico Public Schools

34. Mr. Ken Thollaug -- Director, Stiles Hall Summer Project, Yuba City -- (YMCA -- University of California -- Berkeley, California)

35. Mrs. Barbara Williams -- Teacher -- Oroville Elementary School

36. Miss Carol ____________ -- Supervising Teacher, University of California -- Los Angeles

37. A Representative from the Migrant Ministry -- Palo Alto, California

38. A Representative from the State Department of Employment -- Sacramento, California

39. Members of Delta Phi Upsilon Association visited, contributed supplies, worked at rummage sale, and donated $25.00.

40. Representatives from Junior Womens Club of Gridley

* There was no record kept of visitors to the Project; therefore this list is incomplete. It is included to show the general interest in the Project.

Appendix "G"

LIBRARY REPORT FOR THE 1964 SUMMER SCHOOL

GRIDLEY LABOR CAMP

A branch of the Butte County Library was opened on the same day that the summer school started, July 13. Approximately 250 books were in the collection at the beginning and about 100 more added through requests. The library was open every weekday from 3:00 to 5:00 p.m. with one librarian in charge. College students volunteered for story hour and presented puppet shows, flannel-board stories, or read stories. A Summer Reading Club was started in the library and for every ten books read by a child, a gold seal was pasted on a large cut-out figure of a clown. At the end of the six weeks' time there were 30 gold seals on the clown.

Circulation Figures for the Six Weeks Are as Follows:

Adult cards issued	28
Children's cards issued	73
Adult fiction checked out	70
Adult non-fiction checked out . . .	7
Young peoples' fiction	22
Young peoples' non-fiction	2
Children's fiction	413
Children's non-fiction	120
Total Daily Circulation	634

Recommendations for Next Year:

1. The County Library should be notified at least a month before the library is expected to open so they will have time to select the books and prepare them.

2. Two permanent people should be in charge of the library. One who would check in and out books, while the other would be in charge of the reading club and would help the children choose books, and perhaps hear

them read, or help them with words. Often there would be more than 12 children in the library at one time, which is more than one person can handle adequately, when they all want attention at the same time.

3. The bulk of books should be for the younger ages of children. Very few books for the ages of 10 through 14 years were checked out. Perhaps this is due to lack of reading skills. Even the older children enjoyed the "easy" books that were quick to read.

4. Adult books checked out were mostly westerns, science, such as books on the space age, light love stories, and individual requests were for books on drawing, fish, and science fiction.

5. In addition to the library books for the children, great interest was shown in readers, from pre-primers through the third and fourth grades. These were in constant demand. One of the local schools loaned them.

6. The starting time of the opening was good, as the "traveling" families were arriving at the camp, but the closing date should be extended. Interest in the library has been good, and new people are still arriving at the camp this week when we are closing.

7. I feel the time, 3:00 p.m. to 5:00 p.m., was adequate. Many of the workers are back at the camp by 3:00 p.m., when they shower, clean up, and have dinner by five. This would give adults ample time to come to the library if they wish.

Appendix "T"

FIELD TRIPS

	Department	Date	Attendance	Destination
1.	Junior and Senior High	July 17, 1964	11	Chico State College
2.	Primary	July 23, 1964	17	Fire Station, Post Office, and Police Station at Gridley
3.	Primary	July 29, 1964	15	Charles Pfister Farm at Gridley
4.	Intermediate, and Junior and Senior High	July 30, 1964	27	Oroville Dam at Oroville
5.	Junior High	August 4, 1964	11	Gray Lodge Game Preserve
6.	Primary	August 12, 1964	22	Zoo at Sacramento
	Intermediate, and Junior and Senior High	August 12, 1964	25	State Capitol, Zoo, and Sutter's Fort
7.	Primary, Intermediate, and Junior and Senior High	August 20, 1964	30	Bidwell Park at Chico

GRIDLEY LABOR CAMP

CHICO STATE COLLEGE
SUMMER SCHOOL

Field Trip to Chico State College

On July 17, the junior and senior high students at the Gridley Farm Labor Camp School visited Chico State College.

The primary purpose of the field trip was to visit the ceramic laboratory, to observe Mr. Windsor's ceramic classes. The group observed college students forming clay pottery on potters wheels, weighing glazes, spraying glazes, and trimming pots. They also had the opportunity of seeing the firing kilns and the clay mixing rooms.

After the tour of the lab, the students from the camp were treated to free lunches in the college dining hall, courtesy of Mr. John Salvester, Manager. Eleven students from the camp and four college students acting as chaperones participated in the trip, which everyone thought magnificent.

GRIDLEY LABOR CAMP

CHICO STATE COLLEGE
SUMMER SCHOOL

Field Trip to Post Office and Fire Department

The primary group went to Gridley today, July 23, 1964.

First we visited the Gridley Fire Department where the fire chief showed the children various engines and the equipment on them. Then he took us through the Police Station where we saw the fingerprinting techniques and jail cells. The children were very excited when he "locked us in" for a minute.

Next we went to the Post Office where one of the clerks showed us various machines and took the children on a tour. They saw cancelling machines and sorting shelves.

The trip was very enjoyable for the children, especially the Fire Department.

Seventeen students attended to this trip.

GRIDLEY LABOR CAMP

CHICO STATE COLLEGE
SUMMER SCHOOL

Field Trip to Pfister Farm

On July 29, 1964, fifteen children from the primary group at Gridley summer school (camp) went to Pfister Farm.

The children were invited by a boy who had been in the Gridley Program the summer before to visit his family's dairy farm. We were too late to see the actual milking of the cows, but the children did get to see, touch the cows themselves, and the kind of paraphernalia used when they are milked.

One of the best parts of the visit was when the children got to ride and lead the horse and the pony, although the little horse did not like it very much.

It was an unusual experience for the children and one that they enjoyed fully.

GRIDLEY LABOR CAMP

CHICO STATE COLLEGE
SUMMER SCHOOL

Field Trip to the Oroville Dam

On Wednesday, July 30, a Chico State College bus took us to the Oroville Dam; we left the camp at 9:15 in the morning and returned at 12:00 noon. There were 27 students and 5 teachers.

We arrived there and were guided by a member of the Oroville Dam Special Service Department. The tour took approximately 2½ hours. During that time we visited all the parts of the dam that were safe to visit. Our guide used language that was more or less on the level of the children and made it very interesting to them.

Children and teachers enjoyed the field trip and felt that it was very worthwhile.

GRIDLEY LABOR CAMP

CHICO STATE COLLEGE
SUMMER SCHOOL

Field Trip to the Gray Lodge Game Preserve

Today, August 4, eleven of our junior high students went on a field trip to the Gray Lodge Game Preserve; there were fourteen total people involved, including teachers. We observed a number of shore birds, plus a few ducks; the vast numbers of ducks and geese had not arrived yet on their migratory journey from the Alaskan, Russian, and Canadian regions, so we did not observe any great number of water fowl.

Our guide, Mr. Cowan, who has been at the Game Preserve for the last 16 years, pointed out several varieties of birds and showed our class a number of stuffed birds. He made our trip very interesting. All in all, we would say, it was a very worthwhile field trip.

GRIDLEY LABOR CAMP

CHICO STATE COLLEGE
SUMMER SCHOOL

Field Trip to the Zoo

On August 12, 1964, 22 children from the primary group went to the Sacramento Zoo. Eight college students went with them.

We left about 9:00 a.m. and got back about 3:00 p.m.

The children sang all the way down on the bus, and they were quite well behaved. When we got to the zoo and they got off the bus, they were completely wild; in fact several of the children had attempted to jump into the cages in order to get a firsthand experience with the lion or tiger. Many of the children were already hungry when we got there; so, after touring the zoo, we had lunch in the park.

After lunch, we went to Fairyland, where the children had a delightful time climbing in and out of the fairy-tale houses, which were brightly decorated. Here they bought more things to eat and drink. Although we got back a little tired, we had an enjoyable time.

GRIDLEY LABOR CAMP

CHICO STATE COLLEGE
SUMMER SCHOOL

Field Trip to Sacramento

Twenty-five intermediate and junior and senior high students from Gridley Farm Labor Camp Summer School went on a field trip to Sacramento. The trip was on August 12, 1964.

We went to the State Capitol where the sergeant-at-arms gave us a talk about the state government; then we went to the zoo, and later to Sutter's Fort. While at the zoo, a picnic lunch was served to the children. In Sutter's Fort we saw many interesting things, like old maps and writings made by Sutter himself. We went to the museum, too.

The whole field trip was a very rich experience for all the children who went along. The trip started at 9:00 a.m. and ended about 5:00 p.m.

Appendix "I"

PERMIT SLIP
(Used in Interviews with Parents Preliminary to Physical Examinations of the Children)

I give my permission to have my child ______________________________
child's name

__________ examined by a physician for the purpose of attending the child
age

care program.

____
parent's signature

I also give permission to have my child tested for tuberculosis and anemia and to have immunizations as recommended by the physician.

____
parent's signature

Doy mi permiso para que el médico examine a mi hijo de modo que el pudiera asistir en el programa de centro de parvulos en Gridley, California.

____
(firma de uno de los padres)

También, doy permiso que el médico podría darle la prueba de tuberculosis y anemia and las injecciones contra las enfermedades infecciosas, que el médico se siente están necesarias.

____
(firma de uno da los padres)

CHICO STATE COLLEGE
Child Care Center
Farm Labor Camp at Gridley

Summer, 1964

SIGN-IN SHEET FOR CHILDREN IN CHILD CARE SERVICE

DATE	CHILD'S NAME	TIME		TOTAL TIME	RATE	DAY'S CHARGE
		IN	OUT			

MEDICAL HISTORY

CHILD'S NAME____________________ ADDRESS________________________

Birth Date ____________________ Father's Name____________________

Dear Parent: Mother's Name____________________

The questions which are listed below will help the physician, who is examining your child, learn about him or her, so that a good job can be done.

1. Has your child ever had:

   a. Measles________________ c. Mumps____________________

   b. Chickenpox______________ d. Whooping Cough______________

2. Please indicate the type and number of immunizations your child has received:

   a. DPT or 3-in-1 (Diptheria, Whooping Cough and Tetanus)______________

   b. Polio________________

   c. Smallpox Vaccination________________

3. Has your child ever been seriously ill? Yes________ No________
   Please explain if the answer is "yes".

4. Has your child ever been made sick by medicine or injections?

   Yes__________ No__________
   Please explain if the answer is "yes".

5. Has your child had?

   a. Convulsions______________ c. Tuberculosis________________

   b. Allergy________________ d. Other____________________

6. Has any member of the family been seriously ill recently? Please explain.

7. Does anyone in the family have:

   a. Tuberculosis__________

   b. Convulsions__________

   c. Allergy__________

8. Does your child worry you?__________ If so, why?________________
   Explain

Fecha______________

Nombre del niño______________________ Dirección______________________

Nombre del padre__________________ Nombre de la madre________________

A los padres:

Las cuestiones que siguen ayudarán al médico que irá a examinar a su niño, para aprender de él, de modo que se pueda hacer mucho mejor el exámen de este niño or esta niña.

1. ¿ Ha tenido estas enfermedades su niño, o niña? (Sí o No)

   a. Sarampión rubeola________ b. Parótida, papera____________

   c. Viruelas________________ (viruelas locas, varicela) d. Tosferina__________________

2. Favor de indicar el tipo y número de las injecciones que su niño (niña) ha recibido.

   a. Contra Difteria__________ Tosferina__________ Tétano_________

   b. Contra Poliomielitis__________

   c. Vacuna contra Viruelas__________

3. ¿ Ha tenido este niño alguna enfermedad grave?

   Sí__________ No__________ (Sí la respuesta es "Sí" favor de explicar)

4. ¿ Ha estado enfermo este niño despues de recibir alguna medicina or injeccion?

   Sí__________ No__________ (Sí la respuesta es "Sí" favor de explicar)

5. ¿ Ha tenido su niño or niña?

   a. Convulsiones____________ d. Amebiasis__________________

   b. Alergia_______________ e. Tifoidea____________________

   c. Tuberculosis___________

6. ¿ Ha estado enfermo gravemente alguién de la familia recientemente? Favor de explicar.

7. ¿ Tiene alguién en la familia estas enfermedades?

   a. Tuberculosis__________ b. Convulsiones__________

   c. Algeria__________

8. ¿ Está usted se preocupado acerca de su niño? (Sí la contesta es "Sí" favor de explicarse)

Confidential

STUDENT HEALTH CONSULTATION

COPY

Please fill out before visit to physician, for discussion with physician. This form will become a part of physician's file.

	AGE	LIVES IN THE HOME		STATE OF HEALTH	DISEASES, IF ANY
		YES	NO		
Father					
Mother					
Bros.					
Sisters					
Others* (Live In)					

DEVELOPMENT: Steady weight gain: Yes_____ No_____ Age first walked________
First talked_________ First teeth_________ Menstruation_______

DOES STUDENT HAVE:

____ Fainting spells
____ Speech difficulty
____ Frequent sore throats
____ Temper tantrums
____ Bed wetting
____ Ear infections
____ Convulsions
____ Wear glasses
____ Nose bleeds
____ Deformities
____ Nail biting
____ Asthma
____ Hernia
____ Allergies
____ Eczema

DOES STUDENT COMPLAIN OF:

____ Headaches
____ Dizziness
____ Tiring easily
____ Stomach aches
____ Ear aches
____ Blurred Vision
____ Joint pains

DISEASES (at what age)

____ Urinary infection
____ Pleurisy
____ Rheumatic fever
____ Jaundice
____ Sore throats
Other illnesses (1)______________
(2)______________________________ Hospitalized_________________________

Known contact with tuberculosis? ______ Chest x-ray____ Where____ When_______

Major accidents____

Operations: What______________ When______________ Hospital______________
By whom____

Immunizations:	Date	Date booster
Before Age 6 - DPT (Triple vaccine - diptheria, whooping cough, tetanus)	____________	____________
After Age 6 - DT (diptheria, tetanus)	____________	____________
Smallpox vaccination	____________	____________
Polio	____________	____________
Other	____________	____________

Tuberculin test: Date____________ Positive____________ Negative____________

Please note unusual events of childhood or other matters to discuss with physician:

Last visit to dentist_____________. Last visit to physician_______________

PLEASE FILL IN BLANKS ON REVERSE MARKED XX

XX NAME______________________ __________ ______________ 19___
Last First Middle Sex Birthdate

XX______________________ ______________
Parent or guardian Address Phones (Res.-Bus.)

XX______________________ ______________
School Grade

PHYSICAL EXAMINATION (by physician)

Height__________ Weight__________
Emotional status__________
Speech__________
Nutrition__________
Skin - hair__________
Eyes__________
Ears__________
Nose__________
Throat__________
Teeth__________
Neck__________
Lymph nodes__________

Laboratory:
Urinalysis__________
Hgb__________
RBC__________
WBC__________
X-rays__________
____

Date:__________
Lungs__________
Heart, circulation__________
Abdomen__________
Hernia__________
Genitalia__________
Rectal__________
Orthopedic - Spine__________
Upper extremity__________
Lower extremity__________
Neurological__________
Special consultations recommended:
____
____

Immunization:
DPT__________
DT__________
Smallpox__________
Polio__________
Other__________
Tuberculin test: Result__________

RECOMMENDATIONS:

To Parent

To School

May, 1956

CHICO STATE COLLEGE

CHILD CARE CENTER
AT
GRIDLEY FARM LABOR CAMP

Summer, 1964

Application For Child Care Service

Date: ____________________

Family:

Parents' Names ____________________

Address ____________________

Occupation ____________________

Total Number in Family ________ Number Needing Child Care Service ____________

Children:

Name	Age	Sex	Birthdate	Check for Child Care

Admission:

Date of Admission ____________________ Date of Withdrawal ________________

Reason for Withdrawal ____________________

Rate of Fee ____________________

Based on Annual Income of ____________________

Health and Development:

Entrance Examination Date ____________ Name of Doctor ____________________

Has child had regular immunizations? ____________________

Has child had severe illness or accidents? ____________________

____

Is child toilet trained? ____________________

Does child have special needs?________________________________

____

____

____

In Case of Illness or Accident:

Whom in the camp or nearby might we call?________________________

Who is your doctor?____

Where might we take your child?________________________________

Excursions:

May we take your child with other children and teachers to special points of interest for visits? (park, nearby farm, etc.)

____

Signatures:

Parent's Signature____

Child Care Director_______________________________________

Appendix "J"

CHICO STATE COLLEGE

Child Care Center
at
Gridley Farm Labor Camp

Summer, 1964

Copy of State of California Weekly Child Care Fee Schedule

Family Income Monthly Up To-	Yearly Up To-	Hourly Rate If Number In Family Totals: 2	3	4	5	6	7
$ 100	$ 1,200	$ .06	$ .05	$ .04	$ .03	$ .03	$ .02
133	1,596	.07	.06	.06	.04	.04	.03
166	1,992	.08	.07	.06	.04	.04	.03
200	2,400	.10	.09	.08	.06	.05	.04
233	2,796	.12	.11	.09	.07	.05	.04
266	3,192	.14	.13	.11	.09	.07	.05
299	3,588	.16	.14	.13	.10	.08	.06
330	3,960	.17	.16	.14	.11	.09	.06
363	4,356	.19	.17	.15	.12	.10	.07
396	4,752	.21	.19	.17	.13	.11	.08
429	5,148	.23	.21	.19	.15	.13	.10
462	5,544	.25	.23	.21	.16	.14	.11
495	5,940	.27	.25	.22	.17	.15	.12
508	6,096	.29	.26	.23	.18	.16	.13
541	6,492	.30	.28	.25	.19	.17	.14
574	6,888	.32	.30	.26	.20	.18	.15
607	7,284	.34	.31	.28	.21	.19	.16
640	7,680	.36	.32	.29	.22	.20	.17
673	8,076	.37	.34	.30	.23	.21	.18
706	8,472	.38	.36	.32	.25	.22	.19
740	8,880	.39	.37	.33	.26	.23	.20
772	9,264	.40	.38	.34	.27	.24	.21

________ Indicates beginning of full cost fee for 1-parent family

-------- Indicates beginning of full cost fee for 2-parent family

For families enrolling two children, use the hourly fee directly above the family income line in the appropriate column.

If annual income is less than or up to $ 1,200, progress one column to the right to obtain fee.

For families enrolling three or more children, the hourly rate for the second and each other child shall be one-half that paid for the first child.